

## INSPECTION REPORT

### **CLIDDESSEN PRIMARY SCHOOL**

Basingstoke

LEA area: Hampshire

Unique reference number: 195877

Headteacher: Miss A Harrison

Reporting inspector: Mr Paul Bamber  
15064

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> February 2000

Inspection number: 191219

Inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Church Lane Cliddesden Hampshire
Postcode:	RG25 2QU
Telephone number:	01256 321571
Fax number:	01256 333628
Appropriate authority:	The governing body Cliddesden Primary School
Name of chair of governors:	Mr V Gauger
Date of previous inspection:	11 <sup>th</sup> November 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Paul Bamber	Registered inspector	Mathematics, science, information technology, physical education. Equal opportunities.	How well is the school managed. The school's results and pupils' achievements. How well are the pupils taught.
Mrs Sally Hall	Lay inspector		Pupil's attitudes, values and personal development. How well the school cares for its pupils, How well the school works in partnership with parents.
Mrs Audrey Quinnell	Team Inspector	English, design and technology, art, geography, history, music, religious education. Provision for children aged under five. Special educational needs.	Curricular and other opportunities offered to pupils.

The inspection contractor was:

Phoenix Educational Consultants  
"Thule"  
60 Joy Lane  
Whitstable  
Kent  
CT5 4LT

01227 273449

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

**Page**

### **PART A: SUMMARY OF THE REPORT**

**5**

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

#### **HOW HIGH ARE STANDARDS?**

**9**

The school's results and achievements  
Pupils' attitudes, values and personal development

#### **HOW WELL ARE PUPILS TAUGHT?**

**12**

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

**14**

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

**16**

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS**

**17**

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

**18**

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**19**

### **PART C: SCHOOL DATA AND INDICATORS**

**20**

### **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

**24**

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cliddesden Primary School educates boys and girls between the ages of four and eleven. The school has 11 children aged under five years in a mixed-age class with 16 Year 1 pupils. They enter the school with below average attainment. In total, there are 88 pupils on roll in three mixed-age classes. This is smaller than other schools of the same type. Three pupils (3.5 per cent) are entitled to free school meals, and this is well below the national average. The school has 35 pupils (39.7 per cent) on the special educational needs register, which is well above the national average. One pupil has a statement of special educational need. Over the period covered by the last full academic year 1998-1999, one pupil entered the school other than at the usual time of admission and three left at times which were not those of the normal transfer.

### **HOW GOOD THE SCHOOL IS**

The school is well led and managed by an astute and enthusiastic headteacher and by committed and knowledgeable governors. Its effectiveness is good. There is a strong sense of community and purpose and overall standards are satisfactory. The older pupils make good progress in their learning in English, mathematics and science regardless of their previous attainment. The school's accommodation is poor. This restricts its ability to offer the pupils their proper entitlement to the more practical subjects; physical education, art and design and technology. The school offers satisfactory value for money.

#### **What the school does well**

- The quality of teaching is good overall and it is particularly good for the upper juniors. As a result, all these pupils, including those with special educational needs and those who are gifted, make good progress in their learning.
- The school has implemented the National Literacy Strategy and National Numeracy Strategy well and this has resulted in improvements in pupils' writing and mental mathematics.
- The school's provision for pupils with special educational needs is good and these pupils are particularly well supported by well-qualified non-teaching staff.
- The school promotes the pupils' personal, social and moral development well and this is reflected in the very good quality of relationships that the pupils have with each other and with adults.
- The pupils have very good attitudes to their work and the vast majority of them behave well.
- The governors are rigorous in ensuring that available resources are used directly to improve standards and the quality of education.
- The school has very effective links with parents and this results in a strong home/school partnership which supports pupils' learning well.

#### **What could be improved**

- The school's provision for information technology is unsatisfactory. This is because there are too few computers and some staff lack the confidence and the expertise to teach all aspects of the required curriculum.
- The school's accommodation is poor. This severely restricts the school's ability to offer a broad and balanced curriculum for art, design and technology and physical education and, as a result, standards suffer.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1996 and since then, its improvement has been good overall. It has a satisfactory capacity to improve further in the future. All the key issues identified at the time of the last inspection have been addressed fully or in part. Standards of attainment and the rate of progress of the children aged under five years and the pupils in Year 1 have improved due to the improved teaching they receive. The school now offers the pupils a broad mathematics curriculum and the implementation of the National Numeracy Strategy has enhanced the quality of teaching and assessment in this subject. The subject co-ordinators for English, mathematics and science now carry out their responsibilities rigorously. The school development plan now identifies specific priorities and contains clear targets for improvement. Governors are now much more involved in the process of school development planning and, together with the headteacher, are much clearer in measuring the outcomes of the school in relation to standards. The overall quality of teaching has improved. Although standards in some subjects have declined since the last inspection, the often tiny cohorts and the increase in the percentage of pupils entering the school with special educational needs make direct comparisons about standards unreliable.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average A above average B average C below average D well below average E
mathematics	A	A	C	E	
science	A	A	B	C	

The information shows that pupils attain standards in English consistently above the national average. This has also been the case in mathematics and science. Comparisons with similar schools show that standards were above average in English, well below average in mathematics and average in science. The school has set formal targets of 54 per cent of its pupils to reach or exceed the expected level in the national end of Key Stage 2 tests and assessments in English and mathematics in the year 2000. These targets were exceeded by the school in the previous four years in English and mathematics. Since setting these targets, the school has informally raised them to 64 per cent which, given the high percentage of pupils with special educational needs in the present Year 6, represents a realistic challenge. The findings of this inspection are that the pupils achieve average standards in English, mathematics, science, history, geography and religious education, but that standards in information technology, art and physical education are below average. The cross-curricular application of literacy and numeracy is satisfactory. Children aged under five make satisfactory progress in their learning. Pupils with special educational needs make good progress due to well-planned lessons and skilful support. Pupils who are gifted make good progress and attain high standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The vast majority of pupils are keen to learn and succeed in their work. They enjoy coming to school, respond well to their teachers and their very good attitudes contribute well to the progress they make.
Behaviour, in and out of classrooms	Good. Most pupils behave very sensibly with due regard to the feelings and rights of others. They are respectful of adults and pupils are aware of the high expectations that the school has of their behaviour. The playground is a safe place for all the pupils.
Personal development and relationships	Very good. The school's very good provision for pupils' personal development is evident in all that it does. Adults set a good example to pupils and encourage them to be self reliant and independent. The quality of relationships is a real strength of the school.
Attendance	Good. Attendance is slightly above the national average and there have been no unauthorised absences over the past year.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2. In lessons devoted to the National Literacy Strategy and National Numeracy Strategy, the quality of teaching is the same as the quality of teaching for English and mathematics at both key stages. The quality of teaching is good overall. In 97 per cent of the lessons seen during the inspection, the quality of teaching was satisfactory or better, in 48 per cent it was good or better and in 13 per cent it was very

good. A particular strength of the teaching is the way in which teachers manage and organise the learning for mixed-age classes especially at Key Stage 2. This means that pupils of all ages and abilities in the class make good progress. In addition, throughout the school, teachers form very good relationships with pupils. This is reflected in the very good attitudes that pupils have to their lessons. A weakness in the quality of teaching is the lack of subject expertise and confidence for teaching information technology. This contributes to the unsatisfactory standards that pupils attain in this area of the curriculum. The quality of learning is satisfactory for children aged under five years and for pupils at Key Stage 1. It is good for pupils in Key Stage 2. Particular strengths of the learning at Key Stage 2 are the pupils' ability to work productively over sustained periods and their keen interest in improving their standards of attainment. Throughout the school, the quality of learning for the pupils with special educational needs is good. This is due to detailed planning for their work and the very good support they receive both in and outside the classroom. At Key Stage 2, the quality of learning for gifted pupils is good in English, mathematics and science. They work hard at suitably challenging tasks and reach very high standards for their age.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Unsatisfactory overall. Curricular provision for the children aged under five is satisfactory. The school's implementation of the National Literacy Strategy and National Numeracy Strategy has successfully improved standards especially in Key Stage 1. However, the school does not fully meet the statutory requirement of the National Curriculum for information technology. The limitations placed upon the school by its poor accommodation mean that aspects of art, physical education and design and technology are limited in breadth and continuity.
Provision for pupils with special educational needs	Good. Pupils with special educational needs receive very good support, both within the classroom and when they are withdrawn to be taught individually, or small groups. The work planned for these pupils, including the targets contained within their individual education plans, ensures their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for social and moral development is good and it is satisfactory for spiritual and cultural development. Pupils are very aware of their moral and social responsibilities within the school and help to form their own rules for behaviour. They debate environmental issues sensibly and take responsibility for younger pupils and the tidiness of their classrooms. Pupils visit the theatre, museums and art galleries to gain awareness of past and present cultures.
How well the school cares for its pupils	Good. The school is a close and caring community. Relationships throughout the school are very good. Pupils are well looked after if they are ill or sustain minor injuries and staff are aware of the procedures for child protection. Procedures for assessing and monitoring pupils' progress in English, mathematics and science are good but there are weaknesses in some other subjects of the National Curriculum, for example, music. Records of personal development are maintained and add to the very good knowledge that the school has of all pupils. The individual targets which pupils have for improvement are negotiated with them and promote good progress.

The school works very closely and well with the parents of all the pupils including those with special educational needs and the gifted. This contributes well to the progress that pupils make.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher works closely with the governors and staff to secure improvement in teaching and learning. The school improvement plan is used well as an effective management tool. Subject co-ordinators for English, mathematics and science have monitored provision in their subjects which has resulted in improvements in teaching and learning. The school's administration is effective in all areas. Leadership and management do not ensure that the curriculum for information technology is fully implemented.

How well the governors fulfil their responsibilities	Good overall. Governors are very committed to the improvement of standards and the quality of education in the school. They work closely with the headteacher to monitor standards, direct available funds towards achieving improving standards and campaign ceaselessly to secure improvements in the school's accommodation. However, they do not meet their responsibility to ensure that the statutory curriculum for information technology is fully implemented throughout the school.
The school's evaluation of its performance	Good. The school is fully aware of the principles of best value and monitors its own performance conscientiously by analysing both test results and detailed assessment records. The quality of teaching and learning is systematically monitored by the headteacher and the subject co-ordinators for English, mathematics and science. All this improves the provision for individual pupils.
The strategic use of resources	Good. Financial planning is very good and relates very well to the priorities in the school improvement plan. The school plans well ahead, and monitors spending rigorously and always seeks to obtain the best value. In the context of the standards achieved, the quality of the education provided and the high spending per pupil, the school gives satisfactory value for money.

The school's staffing resources support teachers well. Apart from a shortage of computers the quality of learning resources supports teachers satisfactorily. However, the lack of space in the school severely limits the ability of teachers to deliver a broad and balanced curriculum.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children like the school.</li> <li>• Behaviour is good</li> <li>• The children are well taught.</li> <li>• The school is well led and managed.</li> <li>• They are well-informed about the progress that their children make and feel comfortable about approaching the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework their children are required to do.</li> <li>• The closeness with which the school works with them</li> </ul>

The findings of the inspection support the positive views of the parents. In addition, the inspection found that the school sets a good quantity and range of homework in Key Stage 2. In Key Stage 1, homework is generally to reinforce basic literacy and numeracy skills. There was no evidence during the inspection that the school did not work closely with the parents, indeed, there were instances when very close liaison with individual parents, regarding the welfare of their children, were observed.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Analysis of the national end of Key Stage 2 tests for Cliddesden School in 1999 shows that, compared with all schools, standards were well above average in English, above average in science and average in mathematics. Compared with similar schools, standards are well above average in English and average in science and well below average in mathematics.
2. The percentage of pupils achieving at Level 4 and above and Level 5 and above in English in the 1999 tests was well above the national average. The percentage of pupils attaining Level 5 and above was very high in comparison with the national average in English. In mathematics, the percentage of pupils attaining Level 4 and above was close to the national average but the percentage attaining level 5 or above was below that average. In science, the percentage of pupils attaining Level 4 and above was below the national average, but the percentage attaining Level 5 and above was well above that average. The assessments made by teachers were very similar to the test results. The apparent differences between standards is explained by the fact that there were only seven pupils in the 1999 Year 6 cohort. This means one pupil represents 14 per cent of the total, making secure comparisons extremely difficult.
3. When the averages of the school's end of Key Stage 2 test results for 1999 are compared with those reached by the school in 1997 and 1998, they show an improving trend in standards which is broadly in line with the national trend. The combined data for 1996 to 1999 show that, in English, the attainment of boys and girls is well above the national average. In mathematics, over the same period, boys' attainment is well above the national average and that of girls above the average. Boys and girls attain well above national standards in science over this period. Taking English, mathematics and science together over this period, the attainment of both boys and girls is well above the national average.
4. The school has set formal targets for 54 per cent of its pupils to reach or exceed the expected level in the national end of Key Stage 2 tests in the Year 2000 in English and mathematics. These targets were exceeded in the preceding four years. However, the very small cohorts involved make comparisons extremely difficult. The present Year 6 has over 40 per cent of pupils with special educational needs. Indications are that these targets are insufficiently challenging and, indeed, the school has acknowledged this and has informally raised these targets by ten per cent which make them more realistic and challenging.
5. The findings of the inspection are that the oldest pupils in Key Stage 2 attain average standards in English and mathematics including literacy and numeracy. They attain average standards in science, religious education geography, music and history. Pupils attain below average standards in art and physical education. There was insufficient evidence available to make a judgement about standards in design and technology. The standards found during this inspection are the same in mathematics, but lower in English and science than those in the 1999 end of key stage test results. Compared with the findings of the 1996 inspection, standards are similar in all subjects apart from in art, information technology and physical education where they are worse.
6. In English, by the age of 11, pupils attain good standards in speaking and listening. They speak clearly and confidently both in informal and formal settings. In a geographical debate, they argue concisely and listen well to the opinions of others in order to develop their own theme. Higher attaining pupils use complex grammatical structures when forming sentences. The pupils attain satisfactory standards in reading. They generally read with good expression and understanding and name their favourite authors. The higher attaining pupils read a wide range of literature, including poetry, predict events and infer meaning from texts. Pupils achieve satisfactory standards overall in writing. They write for purpose as in labelling diagrams or writing up scientific investigations and average and higher attaining pupils improve their work by drafting, proof reading and editing. By the end of the key stage, in mathematics, pupils manipulate numbers to 100,000 and average and higher attaining pupils use a variety of strategies to calculate mentally. They measure angles accurately with a protractor, work out the internal and external angles of a triangle and convert fractions to decimals and percentages. In their work on data handling, they draw line graphs and pie charts which they label accurately and clearly. Some higher attaining pupils achieve standards well in advance of the expectation for their age, especially in their ability to calculate mentally and apply their existing knowledge to new concepts. Lower attainers achieve average standards in their work on shape and measure, but below average standards in their speed of mental calculation and in solving problems. In science, pupils ensure that their investigations are fair, record their predictions and describe the methods they use and the conclusions they reach. They know that blood takes oxygen around the body to provide energy, they draw circuit diagrams to indicate switching systems and they understand that forces act in opposition to each other. In information technology, pupils attain below average standards because they have inadequate access to computers and receive too little direct teaching of skills. Although they word process with satisfactory knowledge of the keyboard and combine graphics and text programs to support their work in history and geography, they do not use the computer sufficiently to control and model. Year 6 pupils were seen to be instructing a 'mouse' to proceed along a route on the screen, but it took them many moves to do this and they worked at a very basic level. Pupils use information technology insufficiently to support their work in other subjects. The pupils achieve standards that meet the

requirements of the locally Agreed Syllabus for religious education. They know that symbols and writings are significant to Christians and Jews and that the main world religions have similarities and differences. In art, pupils make observational drawings, using pencils and pastels, repeating patterns using string and sponges and three-dimensional sculptures from chicken wire and cement, but the work is of an immature type. In geography, pupils are aware of the effects of environmental changes and contrast their own area with that of one in Africa. In history, pupils have insight into life in Ancient Greece, Egypt, Roman and Tudor times and in Victorian Britain and the 1930's. They visit Farnham museum and other places of historical interest which increase their knowledge of primary and secondary sources of information. In physical education, they understand the need to warm up in preparation for exercise and to cool down afterwards. Although higher attaining pupils play team games with an appreciation of the rules and tactics, too many fail to use evasive or defensive ploys to avoid or combat opponents. The vast majority of Year 6 pupils safely swim 25 metres by the time they leave the school.

7. When the averages of the school's 1999 end of Key Stage 1 test data are analysed and compared with those of all schools, they show that standards are average in reading but below average in writing and mathematics. This cohort of pupils is relatively small in number and contains well above the national average percentage of pupils with special educational needs. This has a negatively impact upon average standards.

8. Analysis of the school's national end of Key Stage 1 test results for 1999 shows that, in reading, the percentage of pupils attaining Level 2 or above was below the national average. The percentage attaining Level 3 or above was above that average. In writing, the percentage attaining Level 2 or above was close to the national average, whilst the percentage attaining at higher levels was below that average. The percentage of pupils attaining Level 2 or above, in mathematics, was well below the national average and below that average for the percentage of pupils attaining at Level 3 or above. The assessments made by teachers were very similar to the test results.

9. When the end of Key Stage 1 test results for the school in reading, writing and mathematics are compared with those over the period 1996-1999, they show a varying trend in standards in mathematics. In this subject, standards were above the national average in 1996 and 1997 but below that average in 1998 and 1999. In reading, standards have been consistently close to the national average and in writing, consistently below the national average. Taking the four years together, the performance of boys in reading is above the national average and the performance of girls is well below the average. In writing, boys attain close to the national average but girls well below, whilst in mathematics, the boys attain above national average standards and the girls below average. The small numbers of pupils represented in these cohorts mean that apparent differences in the performance of boys and girls lose statistical significance.

10. The findings of the inspection are that, by the end of Key Stage 1, standards in reading and writing are average and standards in mathematics, below average, including numeracy. The standards achieved in reading and writing reflect the school's successful implementation of the National Literacy Strategy, which has had the effect of raising standards in writing for lower attaining pupils. The lower standards in mathematics reflect the more recent implementation of the National Numeracy Strategy which, although beginning to have a positive effect on standards, has not yet had time to improve sufficiently the pupils' speed in mental calculation or their ability to use mathematical vocabulary widely enough. Standards in all other subjects are average apart from art, information technology and physical education in which they are below average. There was insufficient evidence to make a judgement about standards in design and technology and music. Compared with the school's last OFSTED inspection, standards are better in English and science, the same in mathematics, religious education, geography and history but have declined in information technology, art and physical education. The findings of this inspection in writing and mathematics compare favourably with standards indicated by the 1999 national test results. Similar standards are indicated in reading. The findings of the inspection are that standards in science are considerably better than those indicated by teachers' assessments in 1999.

11. In English, by the age of seven, pupils describe events confidently and listen very attentively, for example, when listening to a poem by Ted Hughes, and report back logically about what they have learnt at the end of the lesson. They read simple texts accurately and use several methods to decipher unfamiliar words and to infer meaning. Higher attaining pupils do not read enough challenging texts. Pupils write simple sentences to form a story in sequence, use simple punctuation correctly and spell familiar words accurately. Higher attaining pupils do not write at enough length or for a wide enough range of purposes. The quality of handwriting is good. In mathematics, higher attaining pupils are confident in mentally halving and doubling two digit numbers and in identifying fractions to eighths. However, many pupils do not calculate accurately in their heads or have a secure knowledge of number bonds, place value or how fractions relate to each other. In science, pupils know that mammals are warm blooded, that new born babies need much care and attention and that some animals give birth to infants that are very soon self sufficient. In information technology, pupils use a mouse controller adeptly to locate some simple functions and match objects to their name. However, pupils do not name fonts, cursors or icons nor do they use word processing or data handling programs to support their work in other subjects. They do not have enough access to computers to practise consistently their skills. In religious education, pupils know about the religious festivals of Christmas, Hannukah and Diwali, and know that the religious books, the Torah and the Bible, are central to the Jewish and Christian faiths.

12. In art, pupils draw using pencils and pastels and in geography, they are aware that their school is in a rural area and that the seasons are marked by different kinds of weather. In history, pupils visit the local church and Farnham museum. In

physical education, most catch and send a ball accurately, at short range, but do not have sufficient techniques to do this over longer distances. The pupils' attainment in physical education is adversely affected due to the poor indoor facilities available.

13. Overall, children aged under five years enter the school with below average standards of attainment. The children make satisfactory progress and most are on course to reach the Desirable Learning Outcomes. This is an improvement on the judgement made by the school's last OFSTED inspection, which reported below average standards in language and literacy and in mathematics, due to unsatisfactory teaching. In language and literacy, by the age of five the children use pictures to tell a story and some read words. In mathematics, they count to ten and higher attaining children describe which numbers are missing from a sequence of single numbers. They understand the properties of simple shapes. They recognise aspects of different parts of the day, such as break and lunch times. Children use their imagination in role-play, pretending to 'have a picnic' in the outside playhouse. They enjoy painting, but make limited progress, due to a lack of informative teaching to improve their efforts. The children develop satisfactory control when using small tools and equipment. The outside play area enables the children to make satisfactory progress in agility. Despite the severe limitation of space, the children run, jump and propel wheeled toys with good skill. They enjoy using the computer to support their work in number and word. The children clap and tap their feet in rhythm to music, learn nursery rhymes and songs and play untuned instruments to convey mood and action. Overall, their achievement is satisfactory. They enter the school with below average standards of attainment overall, are taught satisfactorily and make satisfactory progress. This means that, by the age of five, they attain average standards in most areas of the Desirable Learning Outcomes.

14. Overall, pupils' achievements are satisfactory, although there are variations between classes and subjects. The children aged under five years and the infants make satisfactory progress in their learning. Pupils in Years 4, 5 and 6 achieve well for their previous attainment and make good progress in most of their learning. Standards of attainment in information technology, physical education and art are unsatisfactory at Key Stages 1 and 2. Much of this is due to deficiencies in accommodation which makes it very difficult for the school to offer the statutory curriculum in physical education and art. In the case of information technology it is due to a lack of resources and expertise.

15. Pupils with special educational needs attain good standards for their previous attainment. This is due to the good support they receive from well-qualified support staff and that their needs are planned for well. Gifted and higher attaining pupils achieve well in the core subjects of the National Curriculum, especially in English and mathematics, as the work set for them is demanding. Pupils in the additional literacy support groups are helped to reinforce their understanding of literacy through good assistance. In other subjects, they are sometimes insufficiently challenged.

### **Pupils' attitudes, values and personal development**

16. The pupils' attitudes to school are very good, and this enthusiasm has a positive impact on their standards of attainment and progress. Older pupils, in particular, have a mature approach to their work. The pupils listen carefully, even when the teacher talks for a long time. They concentrate well on their work and particularly enjoy the challenge of problem solving, for example, in mental mathematics sessions. Many pupils take part in the wide range of extra-curricular activities with enthusiasm.

17. The behaviour of the pupils in lessons and around the school is generally good, and this reflects the findings of the last OFSTED inspection. Parents who returned the questionnaires or attended the parents' meeting felt that behaviour in school was good. The school operates as a happy and harmonious community, and behaviour is generally good in lessons. For example, in a music lesson, Year 1 pupils behaved very well when waiting for their turn to play a musical instrument. Some pupils have a tendency to call out instead of putting up their hand. In a science lesson, some pupils did not immediately carry out instructions when working with a classroom assistant. Pupils' behaviour at lunchtime is very good, and older pupils are good role models for younger pupils. There have been no exclusions and incidents of anti-social behaviour are rare.

18. The relationships and personal development of the pupils are very good. Relationships are particularly strong throughout the school community. Some pupils said that the best thing about the school is the very friendly atmosphere. Pupils work well in groups and cooperate well together. This was seen when older pupils were working individually on animal poems. The pupils often turned to their neighbour to receive advice or make suggestions for improvements to their composition. Pupils enjoy each other's company at the lunch table and in the playground and this helps to create a very good social atmosphere. As reported by the school's last OFSTED inspection, there are limited opportunities for pupils to take responsibility and use their initiative. Pupils learn to work without close supervision and older pupils help in the library. The pupils respect other beliefs and cultures and were seen handling a Jewish Torah with due reverence. Year 2 and 3 pupils showed great sensitivity when talking to a mother and baby as part of a science topic.

19. Children aged under five behave well and are on course to attain most aspects in their personal and social development. They settle into school life very well, learn to take turns, feel safe and secure and grow in confidence. However, there is too little free play and insufficient opportunities for the children to choose the activity they wish to pursue. They develop an awareness of others and realise that, although some may behave differently, they have similar feelings to themselves and may be easily hurt by others' thoughtlessness.

20. The attendance of the pupils is good and this judgement is in line with that of the last OFSTED inspection. Parents say that the vast majority of pupils enjoy coming to school. The attendance rate of 94.9 per cent for 1998/9 is slightly above the national average and there were no unauthorised absences. Nearly all parents ensure that their children arrive at school on time. The pupils' attendance rate and punctuality have a positive impact on attainment and progress.

## **HOW WELL ARE PUPILS TAUGHT?**

21. Overall, the quality of teaching and learning is good. During the time of the inspection, 13 per cent of the lessons observed were very good, 35 per cent were good, 49 per cent were satisfactory and only three per cent unsatisfactory. Teaching for pupils in the class containing Years 4, 5, and 6 is consistently good or better. The quality of teaching and learning is satisfactory in Key Stage 1 and for the children aged under five years. Twenty-nine per cent of the lessons are good or better in this key stage and for the children aged under five. This represents a significant improvement on the findings of the last OFSTED inspection when 27 per cent of lessons were judged to be unsatisfactory and only six per cent of lessons were very good or better. The greatest improvement has taken place in the teaching for the children aged under five. The strongest points of teaching are the planning for the teaching of the mixed-age classes which, in the vast majority of cases, ensures that the pupils of different ages and abilities are set work at the appropriate level. The very good quality of relationships between the staff and pupils means that most lessons are conducted in a purposeful and positive atmosphere. The provision of homework for the oldest pupils is another strength. Particular strengths in pupils' learning at Key Stage 2 are the commitment all the pupils have to improving their attainment, and for the higher attaining pupils, their ability to apply their existing knowledge to new situations. At Key Stage 1, strengths in pupils' learning are their interest in their work and their ability to learn from mistakes. Strengths in the learning of children aged under five years are their willingness to acquire new knowledge and to produce a good quantity of work.

22. The quality of teaching and learning for children aged under five years is satisfactory overall in all areas of their learning. This represents a good improvement since the last OFSTED inspection when teaching was judged unsatisfactory and the children were given too few opportunities to make progress in reading, writing and basic number work. Strengths in the teaching of these children include the very good relationships that the teacher has established with the children, especially when they first entered the school, and the good opportunities provided for pupils to develop independence in hygiene and in the management of their behaviour. The methods used for the National Numeracy Strategy are well used to promote the children's mathematical knowledge. Weaknesses in the teaching of these pupils include a lack of challenge in the tasks set for higher attaining children and limitations in the range of free play organised for the children. The former results in the children failing to attain the standards of which they are capable quickly enough and the latter hinders their ability to work together collaboratively. The teaching of language and literacy has many good features. A particular strength is the teacher's use of baseline assessments to identify some children's weaknesses in the use of vocabulary. This knowledge is used well to focus attention on helping these children to use vocabulary more widely and accurately. However, at times, there is a lack of support for children, when they work or play, which limits this same development.

23. At Key Stage 1, the quality of teaching and learning in English and mathematics is satisfactory. The teaching of literacy and the quality of learning in literacy across the curriculum are satisfactory. In numeracy the quality of teaching and learning is satisfactory. The quality of teaching and learning of numeracy in other subjects is unsatisfactory. At Key Stage 2, the quality of teaching and the quality of learning in English and mathematics are good. Literacy and numeracy are well promoted across the curriculum. The National Literacy Strategy is well established and is beginning to have a positive effect in raising standards of writing, particularly at Key Stage 2. Teachers use the methods and activities of the strategy confidently to maintain a satisfactory pace in lessons. Teachers have also implemented the National Numeracy Strategy satisfactorily at Key Stage 1 and well at Key Stage 2. Pupils in Key Stage 2 have made the most significant progress as a result, particularly in the speed of their mental mathematics calculations. Teachers promote numeracy well in science, geography and history at this key stage.

24. At Key Stage 1, the quality of teaching and learning is satisfactory in English, mathematics, science, geography, physical education and religious education. It is unsatisfactory in information technology. There was insufficient evidence to make a judgement about the quality of teaching and learning in design and technology and music.

25. At Key Stage 2, the quality of teaching and learning is good in English, mathematics and science. It is satisfactory in geography and religious education. In physical education, the quality of teaching is satisfactory but the quality of learning is unsatisfactory. There was insufficient evidence to make a judgement about the quality of teaching and learning in music and design and technology. The variations in the quality of teaching and learning are due, in part, to the poor accommodation available to support learning and, in part, to the way in which the curriculum is organised. In physical education, the quality of learning is unsatisfactory because it is not possible for the school to provide adequate indoor facilities and pupils have a lack of knowledge of games. The quality of teaching in information technology is unsatisfactory because there is too little direct teaching of skills and some teachers lack the necessary knowledge and confidence to teach all the elements of the subject. The quality of learning in information technology is unsatisfactory partly due to the unsatisfactory teaching and partly because of the paucity of resources.

26. A Year 4, 5, 6 lesson about angles and direction contained many of the features of the very good teaching often found in this class. The teacher conducted a briskly paced mental mathematics session during which she challenged all the pupils at their individual levels. This motivated the pupils to strive for success and they thoroughly enjoyed the competitive edge introduced in this part of the lesson. The highest attaining pupils beavered away at finding as many ways as they could to make the totals 180 and 360. This connected well with the main activities which the teacher set the various ability groups. The highest attaining pupils worked independently to prove that the interior angles of a triangle totalled 180 degrees and they were then challenged to calculate the reflex angles of various triangles. Other groups worked variously upon tasks, which required them to combine direction and turns to arrive at various points of the compass. The teacher ensured a good pace by reminding the class about the amount of time they had to complete the task and by helping those pupils who encountered some difficulties. The teacher made very good use of the non-teaching assistant's time by asking her to work exclusively with a group of pupils with special educational needs. This group covered the same work on turns and direction but at a lower level and with more intervention by the teacher. All this resulted in pupils of all ages and abilities making good progress in their learning and working in a very positive atmosphere. This lesson also illustrated the good use of homework as pupils brought with them the results of their research into finding creative ways of totalling to 45 and 90.

27. At Key Stage 1, a geography lesson about localities exemplified some of the shortcomings in teaching. Although the lesson was planned in detail and the teacher provided some good examples of roadways and routes in different localities, the tasks set on worksheets failed to match the attainment of all pupils sufficiently because, regardless of their attainment, they were all given the same work. This meant that some pupils finished quickly and made limited progress whilst others struggled to complete the task because they could not read the instructions or some of the words on the sheet.

28. The quality of teaching of pupils with special educational needs and the quality of their learning is good. They are very well supported by skilful and well-qualified support staff who understand their individual needs well. For those pupils who require them, their individual education plans are well matched to their needs and the pupils' progress towards the targets identified within their plans is carefully monitored. The success of the teaching for these pupils is indicated by the number of pupils who progress from one level of need down to another or come off the special educational needs register completely. An example of the good support for these pupils was seen when a special educational needs assistant worked with a group to reinforce their knowledge of the growth of a baby and the level of its reliance upon its mother at the beginning of its life. Apart from the scientific knowledge gained, much good reinforcement of the pupils' vocabulary was evident. The quality of teaching and learning for the gifted and talented pupils is good. In the main, teachers ensure that they are set work which makes them think and which encourages them to apply their existing knowledge to unfamiliar situations. On occasions, however, teachers do not always set enough open-ended tasks or they direct these pupils too much towards one approach for solving a problem. Teachers use homework well to promote the good progress of these pupils.

29. The teaching of children aged under five is mainly satisfactory, but with some unsatisfactory features. Relationships are good and staff praise and encourage every child. The teaching of literacy and mathematics is satisfactory and is clearly linked to the planning for Reception children in the National Literacy and Numeracy Strategies. The strength in the teaching is the good management of the children, but the weaknesses are the lack of sufficiently high expectations and detailed planning.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

30. At the time of the previous OFSTED inspection, the school provided a balanced and broadly based curriculum, which met the requirements for the National Curriculum, except in mathematics. The provision of the curriculum was judged to be inconsistent across the classes, with particular weaknesses in the Reception and Year 1 class. Statutory requirements were met. Links with the community were judged to be valued.

31. The findings of this inspection are that the school does not provide a broad and balanced curriculum and that the provision for the full range of learning opportunities and appropriate statutory requirements are not fully in place. Overall, the breadth, balance and relevance of the curriculum are unsatisfactory. The school provides good equality within the context it can offer, but when compared with opportunities offered nationally, there is not equality of opportunity to the full National Curriculum.

32. The statutory requirements for the teaching of information technology throughout the school are not met. All the obligatory elements of the subject are not covered and information technology is not used sufficiently to support other subjects of the curriculum. The school's curricular provision for information technology is too narrow. There are too few computers for the number of pupils, which limits access and pupils do not receive their full entitlement in control, monitoring and modelling. The statutory requirements for religious education, in accordance with the locally Agreed Syllabus, are met at both key stages. There is a lack of balance in the school's curriculum, as the poor accommodation restricts the curriculum for art, design and technology, and physical education. Although there are now no statutory requirements for the teaching of art, design and technology, and physical education, there is a recommendation that these should be taught in sufficient breadth and balance. These weaknesses in curricular provision affect pupils of all levels of attainment, including those with special educational needs, and higher attainers. In English, mathematics and other subjects, when these pupils receive specialist support, curricular provision is good.

33. Although some co-ordinators are able to monitor formally their areas of the curriculum, such as English, mathematics and science, much of the monitoring of the other subjects is informal, which does not ensure sufficient depth of coverage. Planning documents indicate that most subjects are considered in sufficient depth, except for information technology and physical education. Policies for all subjects are in place and are regularly reviewed. All staff are involved in the development of policies and schemes of work which are ratified by the governing body. The school has amalgamated aspects of the Qualifications and Curriculum Authority's schemes of work for history, geography and design and technology with its own schemes of work to ensure that these meet the needs of pupils in this school. A member of staff has liaised with the co-ordinator and other members of staff, to implement and revise these schemes of work and has cross-referenced them with other areas of the curriculum. This is to ensure that the needs of pupils in the mixed-age classes are met.

34. Due to the school's poor accommodation, design and technology is taught in blocks of time during the year. This results in a lack of continuity in learning in this subject. The lack of a school hall, or any other suitable indoor space, places severe limitations on the school's ability to offer the pupils a full range of gymnastic and dance experiences. This affects standards negatively. Pupils are unable to consolidate their skills in art, due to the lack of space. For example, it is difficult for pupils to undertake large paintings or sculptures and they are unable to paint, when the weather is wet. The school has made appropriate efforts to develop the breadth of writing to help raise the pupils' standards of attainment in English at both key stages. Pupils are given time to produce extended pieces of writing apart from the literacy hour. They develop their writing skills for a variety of purposes, for example, they produce their own versions of a myth or legend, write lists of ingredients for a recipe, label the inner parts of an ear in science and create very imaginative, well structured poetry. The implementation of the National Literacy Strategy is effective and is helping to raise standards of attainment. The application of literacy skills across the curriculum is satisfactory at both key stages.

35. The school is effectively implementing the National Numeracy Strategy especially in Key Stage 2. The focus on this work and the good teaching of skills are helping to raise standards. There is evidence of some cross-curricular application of numeracy in subjects such as geography and science in Key Stage 2.

36. In the previous OFSTED inspection, one of the key issues was to raise the standards of attainment and rates of progress for children under the age of five through an improvement in teaching in the Reception year. The judgement of this inspection is that the breadth, balance and relevance of the whole curriculum for children aged under five is not entirely satisfactory, as there is a lack of short term planning and provision for activities specifically aimed at them. Although there is documentation showing the necessary planning linked to the Desirable Learning Outcomes, which are the nationally approved areas of learning for children aged under five, these are not actively put into practice. However, the teacher is fully aware of the Desirable Learning Outcomes, and how the necessary areas of learning for children, who are under five, enable them to make satisfactory progress overall. Children aged under five are taught within a mixed-age class with Year 1 pupils. They are often taught as a class and regarded as part of Key Stage 1, although many of the children are not yet five. Insufficient emphasis is placed on providing first-hand experiences of quality. Although there is a strong emphasis on helping the children to acquire language skills, there is a lack of challenge and structure to these activities, which involve the children in 'small world play' or in using the outside activities. The children have access to a small designated out-side play area, where there is an appropriate range of equipment to help them develop muscular co-ordination, when cycling and using wheeled vehicles.

37. A good range of extracurricular activities is provided for the pupils. A member of the local constabulary teaches football, rugby and cricket. Members of Basingstoke Town Football club have been to the school to teach ball skills. Pupils learn to play recorders and participate as members of the two choirs. Pupils in the Key Stage 2 choir sing at a local festival of music for schools. They participate in country dancing, the space club, creative dance and drama club and learn to play netball.

38. Overall, the school makes good provision for the spiritual, moral, social and cultural development of all its pupils. This judgement is similar to the findings of the last OFSTED inspection, when provision was judged to be good.

39. There has been no improvement in the provision for pupils' spiritual development since the last inspection, as this is judged to be satisfactory by both inspections. The main focus of development is through religious education lessons and acts of collective worship. During the inspection, the assemblies had a largely Christian emphasis and the school's provision meets statutory requirements. Pupils are sometimes involved through speaking and acting parts, but the inadequate accommodation limits pupils' participation. Some assemblies have multi-cultural themes and the religious and cultural festivals of different faiths are celebrated. Spiritual development is sometimes fostered within the curriculum, such as in science, but there is no structured programme for this work. Pupils visit the local church, which helps to enhance their understanding of Christianity.

40. The provision for pupils' moral development is good and the school's aims of 'Caring and sharing' underpin every activity. The school reinforces the principles of distinguishing between right and wrong throughout all aspects of the curriculum. Pupils help to make their own class rules and these are prominently displayed in every classroom. A constructive system of rewards and sanctions underpins the rules for behaviour. Pupils understand that there is a need to respect the rights and property of others. They are very respectful of others' ideas and beliefs. Moral issues are taught well and are discussed in

debates, especially in the upper Key Stage 2 class. Pupils are encouraged to take responsibility for their classrooms and the resources in them, as well as carry out duties such as manning the telephone during the lunch hour.

41. The provision for pupils' social development is good. Pupils have good opportunities to work together in class in pairs and groups. They take responsibility for tasks appropriate to their age and development, both within the classroom and the wider school community, but opportunities for taking responsibility are limited. Older pupils play with, and take care of, younger children at playtime. Pupils are 'reading partners' with pupils from another class and enjoy reading and sharing books together. Pupils in the Year 4,5,6 class are encouraged to socialise with visitors, who attend assemblies, and invite them to enjoy a cup of tea before leaving the school. Further emphasis on social development is included in the programme for pupils' personal and social education through work on relationships. Older pupils enjoy a residential visit each year. A good range of extracurricular activities supports pupils' social development. Pupils are involved in fund raising for local and national causes during the year.

42. The provision for pupils' cultural development is satisfactory, although there are limited opportunities to develop their multicultural awareness. Visits to the theatre, art galleries and museums enhance pupils' awareness of mainly Western cultures. Theatre groups, storytellers, poets and artists are amongst the visitors to school to support topic work. Classic literature, poetry and painting in the style of great artists are included as cultural aspects of the curriculum. Some pupils have peripatetic music lessons to learn to play the piano, violin or keyboard, which extends their creative skills.

43. There is a very good programme for pupils' personal and social education which includes sex and drugs education. The programme includes the requirements for citizenship and is sufficiently detailed in what is taught to ensure that all aspects are sufficiently covered. The school has policies for sex education, drugs education and handling substance misuse.

44. Good links with the local community include visits to the church and a local garage and many aspects of the village are used for history and geography topics. Parents willingly help in school and this was seen to good advantage during the inspection. There are good links with the police and pupils visit a local farm to see lambs born. The local vicar is a member of the governing body and takes assemblies. The pupils visit the church to study the building and to sing carols. Pupils won the 'Basingstoke in Bloom for Schools competition' for the third year running.

45. The school has satisfactory links with pre-school playgroups and nurseries, as well as the schools to which Year 6 pupils transfer. There are good links with a school in Slough, which is used to extend pupils' understanding of a contrasting locality.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

46. The school is a caring community where the pupils are well known and valued by the staff. Relationships throughout the school are very good and pupils feel happy and safe. The main responsibility for providing day-to-day support is conscientiously undertaken by class teachers. Other adults, including the support staff, the secretary and the caretaker, also make significant contributions. Procedures for monitoring pupils' personal development are very good. Teachers keep records and make detailed comments in pupils' annual reports. Supervision in the playground and after school is good. New pupils are sensitively introduced into the school community through a series of visits. Procedures for the early identification of pupils with special educational needs are good. Statutory requirements for those with statements of special educational need are fully met. These pupils receive good specialist support, which enables them to make good progress from their previous attainment.

47. The school's arrangements for child protection are satisfactory. The school follows the Local Education Authority guidelines and has drawn up its own brief policy. The headteacher is the designated member of staff with responsibility for child protection and staff are aware of basic procedures. The school's procedures for first aid are good. The secretary is qualified in first aid and some staff have received basic training. Although there is no medical room, pupils who are ill or injured receive good care and attention. The school pays due attention to the health and safety of the pupils and the headteacher and governors carry out safety checks. A number of health and safety concerns were brought to the attention of the school during the inspection. These include the need to ensure that the testing of fire equipment and electrical testing is kept up-to-date and the transport of very young pupils to and from school.

48. The school's procedures for monitoring and promoting good attendance are good. The last OFSTED inspection report commented on the fact that the registers were not always called. Registration procedures now meet the statutory requirements. Teachers generally know why pupils are absent and the school is effective in following up unexplained absences.

49. The school's procedures for monitoring and promoting good behaviour are good, and the school generally operates as an orderly community. The school has drawn up a clear and detailed policy on behaviour which emphasises rewarding good behaviour. Rewards and sanctions are generally effective and the ethos of good behaviour is reinforced in assemblies and by the good examples of adults working in the school. Most of the staff working in the classrooms have clear strategies to ensure that pupils behave well, but, occasionally, some pupils call out or do not obey instructions. The pupils with behavioural difficulties are well managed so that they cause a minimum of disruption to their classmates. Procedures for monitoring and

eliminating oppressive behaviour are very good. A rare incident of anti-social behaviour was dealt with swiftly and effectively by a class teacher, resulting in both pupils shaking hands in front of their peers.

50. The monitoring and support of pupils' academic performance are good overall. Good assessment and record keeping procedures are in place in English, mathematics and science and they are particularly well used to inform teachers' plans. Careful analysis of the national end of key stage test results has resulted in the school providing more support for the teaching of writing and, in Key Stage 2, more use of numeracy in science and geography. This has led to improvements in pupils' attainment in both these areas. Teachers record pupils' attainment regularly in history and religious education but less frequently in other subjects. The lack of recording of attainment in design and technology and music is a weakness because these subjects are taught in discrete blocks of time rather than continuously throughout the year. This means that teachers are not easily able to plan work which is matched to the pupils' present attainment. The school has adapted its schemes of work to match the recommendations of the Qualifications and Curriculum Authority and these now provide useful guidance for accurate assessment. Because of the severe limitation of space, the school is able to retain few examples of pupils' previous work which might provide evidence to new teachers of the standards of work expected in more practical subjects such as art and design and technology.

51. The school involves the pupils in setting their own targets in English and mathematics and in their personal development. This motivates them to strive to achieve these targets and has resulted in improvements in individual pupils' spelling, basic understanding of number and behaviour. Targets which had been agreed formally for pupils' attainment in English and mathematics in the end of Key Stage 2 national tests, were originally unchallenging. The school has now revised these targets upwards which demonstrates the efficiency of the monitoring of individual pupils' progress.

52. Procedures for the identification of pupils with special educational needs are satisfactory overall. However, the results of the Local Education Authority's audit of the special educational needs register suggests that some pupils are unnecessarily identified as having a special educational need. The statutory requirements for those pupils with statements of special educational need are fully met.

53. Assessment procedures for children aged under five are satisfactory. On entry to the Reception class, the teacher assesses the children according to the Local Education Authority's assessment scheme. This indicates individual strengths and weaknesses and subsequent targets for children are set which are broadly based on the national Desirable Learning Outcomes for young children.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

54. The parents' views of the school are very positive. Many have chosen to send their children to the school. They particularly value the caring ethos of the school. They feel that the school works closely with parents and that the headteacher is very approachable. The inspection team shares these views.

55. The quality of information that the school provides to parents is very good, and this helps parents to take an active part in their children's education. There is an 'open door' policy and the parents feel able to come into school to discuss their concerns. The school invites parents to an informal 'tea party' at the start of each term. The prospectus and the Annual Report to parents are clear and informative. Parents receive a useful newsletter each half term which celebrates the school's successes and includes details of forthcoming events and helpful information about future topics. The school invited parents to an informative workshop on the literacy hour and to observe lessons to see how their children were taught. The school arranges beneficial meetings on topics such as starting school and national tests. Overall, pupils' annual reports are of a satisfactory quality and contain information on how pupils can improve their work. The reports on older pupils are partially computerised and compiled from a bank of statements. Parents find these impersonal and the inspection team supports these views. Termly parents' evenings provide valuable opportunities for parents and teachers to discuss the progress made by pupils of all levels of attainment and need.

56. The parents' make a good contribution to their children's learning at school and at home. Several parents help in school on an 'ad hoc' basis, and assist teachers in the classroom. One parent decorated the toilets, and others help on school trips. The active Friends' association organises social and fund-raising events. A comprehensive home/school agreement is in place and some parents have signed the document. Some parents who returned the questionnaire were unhappy about the work that their children were asked to do at home. The inspection team does not share parents' concerns about homework. The school has a clear policy for home/school shared learning activities. The teachers set activities, including reading, which are relevant and have a positive impact on pupils' learning. Parents of pupils with special educational needs are fully involved in the arrangements made by the school for their support.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

57. The quality of the leadership and management in the school is good. This is a similar judgement to that made at the time of the last OFSTED inspection. The headteacher is very aware of the school's strengths and weaknesses, has a strong



presence in the school, supports teachers and pupils frequently in the classroom and shares a clear vision for the future with the school community. The headteacher's skills are well suited to the needs of a small school. She knows all the staff, pupils and many parents very well and provides a focal point for good communication within and outside the school. A particular strength of the leadership of the school is the flexibility and adaptability with which the headteacher responds to the unexpected and the degree to which the individual needs of pupils, staff and parents are addressed. The school development plan is detailed about priorities and these are costed carefully. The priorities are relevant to the needs of the school and indicate an acute awareness of the weaknesses in the school's accommodation and in the teaching of physical education and information technology.

58. The school meets most of its aims well, particularly in involving pupils, staff, parents and governors in many aspects of school life. It fosters in pupils an eagerness to learn and to achieve at a level appropriate to their abilities, and encourages them to develop self discipline and self confidence. It does not do so well in its aim to provide a broad and balanced curriculum as regards physical education and information technology. However, the school does well in providing equality of opportunity to the curriculum and resources it does offer. It ensures that pupils with special educational needs, and those who are gifted or talented, receive equality, apart from those areas already mentioned.

59. The headteacher, other staff with management responsibilities and governors have all monitored the quality of teaching and learning. In addition, the results of national statutory and optional tests have been analysed. This aspect of management was a weakness at the time of the school's previous OFSTED inspection and emerged as a key issue in the report but it has been much improved since that inspection. The effect can be seen in the improvement of the quality of teaching for the class containing the youngest pupils in the school, which is now almost always at least satisfactory. In addition, the school is now much more aware of the strengths and weaknesses of individual pupils and is more accurate, as a result of much closer analysis of pupils' standards of work, in target setting and predicting national test results. There is a shared commitment to improvement amongst the staff, pupils and governors.

60. The governors are knowledgeable, involved and committed. There is a wide range of expertise represented on the governing body and this is used to support the school in its self-analysis and in its financial planning. Governors are not only involved, through a committee structure, in setting priorities in the school development plan, but they regularly monitor the progress towards meeting the targets set within the plan. The governors ensure that most of the school's statutory responsibilities are met. The exceptions are in the curriculum for information technology and physical education. The governors set appropriate targets for the headteacher, are closely involved in setting targets for school improvements and are very proactive in negotiating for the building of four new classrooms and a school hall.

61. The quality of financial planning is very good. The school has little leeway after fixed costs are covered but makes very efficient use of its resources to support new initiatives and ensure good quality learning resources. Resources are used effectively to ensure that available funds are used directly to improve standards and the quality of education provided. Budget monitoring is efficient. Regular updates about the school's current financial situation are provided for the governors' financial committee and the school's administrative officer prepares financial statements for meetings of the governing body, which detail income and expenditure and which highlight any significant variations from budget plans. Governors are aware of the principles of best value and have applied these when purchasing services and when parents' views of the school have been canvassed in a questionnaire and their opinions considered.

62. The school makes good use of the funds available to it to support pupils with special educational needs. The headteacher manages this provision effectively and the school employs very well qualified and skilled non-teaching assistants to work alongside the higher than average proportion of pupils with special educational needs in the school.

63. Children aged under five share a classroom with pupils in the Year 1 class and have a small, designated outside play area. The room has limited space for a wide range of practical activities. The role-play area is situated in the outside play area. Resources are adequate for all aspects of the curriculum and the children have some large, wheeled toys to ride or push to enhance their personal and social development and extend their physical development.

64. Although bright and inviting, the quality of the school's accommodation is poor. There is no school hall and the teaching areas are cramped. The poor accommodation means that aspects of the curriculum for design and technology, art and physical education are insufficiently covered. This is particularly the case for gymnastics and dance in physical education and for aspects of painting and restrictions are placed on the range of clay-work and sculpture that the pupils attempt. The school is acutely aware of these shortcomings and is campaigning hard for funding from a variety of sources in order to build four new classrooms and a school hall. The school does make good use of the poor accommodation especially for teaching in the mixed-age classes and for pupils with special educational needs.

65. Overall, there are an appropriate number of teachers with suitable qualifications and experience to match the needs of the curriculum. However, there are some weaknesses in subject knowledge for the teaching of information technology. The headteacher does not have a teaching commitment but does spend a great deal of her time in classrooms supporting teaching and learning and monitoring the progress of pupils with special educational needs. There are an appropriate number of

classroom assistants. Staff attend a range of courses and these are well matched to priorities in the school development plan. The staff have received training in aspects of information technology but there is a need for this to be extended. The cycle for staff appraisal is up-to-date and, as a result of the process, some members of the teaching staff will visit other small schools to share their good practice. The school does not have a published induction programme to support newly qualified teachers but does not plan to employ them in such a small school. Available resources are used well but there are too few computers to support teaching and learning in information technology. Although there are deficiencies in the quality of the accommodation which limits the teaching of the full National Curriculum, the existing accommodation is used to its best advantage. The outside accommodation is attractive and used well.

### **WHAT COULD BE IMPROVED**

- **Standards of attainment in information technology.**
- **The school's accommodation.**

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

#### **1. Ensure that the pupils receive their full entitlement to the National Curriculum for information technology and that the pupils' standards of attainment in the subject improve by:**

- increasing the number of computers in the school;
- planning to provide more time for pupils to work with computers;
- providing more direct teaching of information technology skills;
- training teachers more so that they acquire better knowledge and skills in the subject and gain more confidence to teach the subject more broadly.

(paragraphs 5, 6, 10, 11, 25, 31, 32, 33, 60, 65, 135-138 )

#### **2. Pursue rigorously plans to improve the school's accommodation so that:**

- the school can offer to its pupils an appropriate curriculum for indoor physical education;
- deliver the curriculum for design and technology and music continuously throughout the year, rather than in discrete blocks, so that the pupils may develop their skills in these subjects more progressively;
- in art, pupils can paint when the weather is wet and work on large sculptures and clay work more often;
- the school community can gather together more comfortably for assemblies and acts of collective worship and to celebrate achievement.

(paragraphs 5, 10, 11, 25, 31, 33, 34, 50, 60, 63, 64, 118-121, 122-125, 143-147 )

### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Planning activities more specifically for the children aged under five years so that they do not spend too long working at tasks primarily designed for the Year 1 pupils in the class.

(paragraphs 22, 29, 36, 67-78)

- Dealing with the minor health and safety issues listed in the 'support and care' section of the report.

(paragraph 47.)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	62

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	35	49	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		88
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		35

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	5	6	5
	Total	14	15	14
Percentage of pupils at NC level 2 or above	School	78 (76)	83 (69)	78 (77)
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	4	5	5
	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	72 (77)	78 (92)	78 (77)
	National	82 [81]	86 [85]	87[86]

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	5	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	5	4	4
	Total	6	5	5
Percentage of pupils at NC level 4 or above	School	86 (82)	71 (90 )	71 (90)
	National	70 [ 65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	4	4	4
	Total	5	5	5
Percentage of pupils at NC level 4 or above	School	71 (72)	71 (90)	71 (90)
	National	68 [65]	69 [65]	75 [72]

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	86
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y<sup>6</sup>**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	29
Average class size	26

#### **Education support staff: YR – Y<sup>6</sup>**

Total number of education support staff	6
Total aggregate hours worked per week	96

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1998/99
----------------	---------

	£
Total income	212025.00
Total expenditure	207673.00
Expenditure per pupil	2444
Balance brought forward from previous year	4352
Balance carried forward to next year	4352

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	28

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	0	4	0
My child is making good progress in school.	56	37	4	0	4
Behaviour in the school is good.	43	57	0	0	0
My child gets the right amount of work to do at home.	32	46	18	0	4
The teaching is good.	57	43	0	0	0
I am kept well informed about how my child is getting on.	64	29	0	7	0
I would feel comfortable about approaching the school with questions or a problem.	75	18	0	7	0
The school expects my child to work hard and achieve his or her best.	74	19	0	0	7
The school works closely with parents.	71	18	0	7	4
The school is well led and managed.	79	18	4	0	0
The school is helping my child become mature and responsible.	71	21	4	0	4
The school provides an interesting range of activities outside lessons.	50	42	8	0	0

### Other issues raised by parents

There were some concerns raised by one or two parents about the 'job-share' and how this affected the pupils. The majority of parents were very pleased with the education provided for their children and with the leadership of the school. An issue was raised by two parents who expressed their concern about homework at such a young age.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

67. One of the key issues in the previous OFSTED inspection report was to raise the standards of attainment and rates of progress in the Reception year through improvements in teaching for children under five. The quality of teaching for children aged under five was judged to be unsatisfactory. The findings of this inspection are that the school makes satisfactory provision for children aged under five for all the areas of the Desirable Learning Outcomes. The judgement of this OFSTED inspection is that teaching is satisfactory overall, but that there are limitations in certain areas of the curriculum. Although the teacher has satisfactory knowledge and understanding of the areas of the Desirable Learning Outcomes and there is documentation outlining suitable activities, the curriculum does not always address these areas.

68. Children aged under five enter the school with below average standards of attainment at the beginning of the academic year in which they are five years old. At present, there are 11 children who will be five years old during this academic year. They are taught together with pupils in the Year 1 class. The school does not have any children who have English as an additional language in this class. Children make satisfactory progress and most are on course to reach the Desirable Learning Outcomes by the time they are five years old. The judgements of the inspection present a picture of how this small group of children are faring in this class.

#### **Personal and social development**

69. The personal and social development of children under five is satisfactory. There is a calm atmosphere in the classroom, which enables the children to feel safe and secure. They have settled well, work and play independently and most are willing to ask for help when they need it. The children are willing to take turns, which helps to promote their social development. They have a caring attitude towards each other, respond positively to new challenges and enjoy their work. Children are attentive and many of them are able to sustain interest in their activities, when it is personal to them. They are willing to sit still even when they are not purposefully involved in the activity. Children are polite, very friendly and well behaved and are starting to make effective relationships with adults and other children. They express their feelings and behave in appropriate ways and develop an understanding of what is right and wrong. Although the teaching of relationships and interactions is of good quality, the provision for free play, which supports the development of personal and social development at this age, is insufficient. Free play is far too limited in terms of both scope and frequency. This reduces the opportunities for children to interact with each other and their ability to work and play collaboratively. They also have limited opportunities to develop their independence in selecting and pursuing an activity, because most of the equipment is already set out by the teacher before each lesson.

70. The quality of teaching and learning is satisfactory overall in this area. Children learn to share their views with others and are taught to listen when it is not their turn to speak. Children are encouraged to be independent especially when changing for physical education lessons and going out to play. They are very well behaved.

#### **Language and Literacy**

71. On entry to the school, the attainment in language and literacy development of most of the children is below the national average. They make satisfactory progress in language and literacy and most attain the nationally agreed standards expected of children by the age of five. The teaching and learning of language and literacy receive a high priority. Most of the children have good listening skills on entry to the school but have a less well-developed vocabulary. Their listening skills are reinforced well and they enjoy listening to stories, as a class, in groups and individually. They are given many opportunities to increase their vocabulary and to explore the meanings of words. They readily respond to questions about stories and reply using whole sentences. The children enjoy being in the 'home area', which is situated in the outside play area, because the accommodation is too limited within the classroom. Opportunities for the children to extend their language skills through imaginative play are far too few. Sometimes, when children act out roles they lack the support to extend their vocabulary. Although the children were observed happily using the dolls' house and the 'zoo' for imaginative role-play, neither activity had an adult with the children to extend their language development. They are interested in 'reading' and are encouraged to handle books with care and to understand how they are organised. They enjoy using headphones to listen to taped stories. Children know that words and pictures carry meaning and some are beginning to acquire early reading skills. A few are starting to recognise a small range of words on sight. Some are beginning to associate sounds with letters and recognise and write their own names using joined writing. In writing, children know that marks and shapes on paper carry meaning and make attempts at writing. Their pencil control is satisfactory and information technology activities are used regularly to encourage good hand control.

72. The quality of the teaching and learning of language and literacy is satisfactory overall. However, higher attaining children make insufficient progress for their previous attainment. Children are taught, and most learn, the phonic sounds for letters, such as 'v' for 'van' and 'vehicle', which the higher attaining children recognise in other words or in their own names. Higher attaining children recognise rhyme and use a computer programme to match rhyming pictures, which have a word beneath each picture, such as 'hen' with 'pen' and 'bed' with 'ted'. They are quite excited when they click the mouse and find that they are correct.

### **Mathematics**

73. The attainment of most of the children on entry to the school is below average. Most achieve average attainment in mathematics and make satisfactory progress from their baseline assessment to meet the nationally agreed Desirable Learning Outcomes by the age of five. They gain experience of basic activities underlying the development of mathematical concepts, such as capacity and volume, through play with sand and water. However, as the accommodation is limited, these activities do not occur every day. They match and sort objects, according to colour or shape, such as sorting all the 'zoo animals'. They count single numbers, and some have an idea what they represent, and activities, such as threading and counting cotton reels, help to reinforce these concepts. The higher attaining children count to 20 and identify missing numbers within an oral sequence. The children use number apparatus and games to gain a sense of number, quantity and shape. Some name basic geometric shapes and show understanding of this concept. During the lesson on two dimensional and three dimensional shapes, the idea of using a 'feely bag' with real household items, such as a tooth-paste carton and a cylindrical tin of food was good. However, as the work was completed orally and the children looked at the items, this was unsatisfactory for the attainment and age of these children. They enjoy learning number rhymes, especially when they actively participate in re-enacting them. Children with special educational needs make good progress for their previous attainment.

74. The quality of the teaching and learning of mathematics is satisfactory overall. Methods in the National Numeracy Strategy are used to provide progression for the children's learning.

### **Knowledge and understanding of the world**

75. In the main, the children have a satisfactory general knowledge when they enter the school and they make satisfactory progress from their baseline assessment to meet the Desirable Learning Outcomes by the age of five. They are interested in events in the world around them and in features of living things and enjoy watching and caring for the two goldfish in the classroom. They know the routine of the day and understand that there are different times for daily events. A few children begin to show an awareness of past and describe events in their lives. They were extremely interested in 'old' and 'new' electrical items, which either used a battery or mains electricity when operated. They are able to give logical suggestions as to why the items may be old or new, as well as why they are battery or mains operated. They show good understanding of the need for safety, when using electrical equipment. The children enjoy making models with construction toys and explain, in simple terms, how to get from one place to another on their 'map of the village'. In information technology, children enjoy using the computer and respond well to the simple programs, which reinforce the development of their language.

76. The quality of teaching and learning is satisfactory. The provision of the goldfish within the classroom enables the children to care for another species. Practical experiences of gathering information about the use of electrical appliances within the school help the children to learn important aspects of early scientific work. The good range of these practical experiences enable the children to be on course to attain the nationally agreed Desirable Learning Outcomes by the age of five.

### **Physical development**

77. Although the accommodation is limited, the school provides an outdoor play area where the children are able to develop their physical skills. Children have regular access to the outside area, where they run, jump, and learn to share wheeled vehicles, such as tricycles, in order for them to develop good co-ordination skills and control of their bodies. They also have access to the playground at break and lunchtimes. The school does not have a hall and so children are unable to develop early gymnastic skills. Most have good hand control and they are given many opportunities to develop this skill through a range of activities, such as using small construction toys, cutting and sticking, picking up pieces of puzzles and using the computer mouse. The quality of teaching and learning is satisfactory overall, but with some weak aspects, due to the limitations of the accommodation and lack of resources. The curriculum lacks a coherent, well-planned structure to ensure that children make good progress in their physical development.

### **Creative development**

78. Many of the children enter the school with above average attainment in their creative development but make limited progress in acquiring and developing new skills by the age of five. They make observational drawings of plants and enjoy painting but many of their efforts are immature for their age. A few make a good attempt to create a recognisable picture of an amaryllis plant. They choose their own paints and are given small amounts of a range of colours. They are encouraged to



experiment with and to mix the paints but sometimes do not have an adult with them to extend their knowledge. The painting area is small and cramped and is not conducive to creative development. Children know many nursery rhymes and memorise the words of new songs. They enjoy listening to music and were engrossed in their music lesson. The observed lesson was taken by a music specialist, who ensured that the work was challenging and extended the pupils' understanding of pitch and tempo. Most keep a steady beat, when clapping or tapping their feet, to accompany their singing. The quality of the teaching and learning in creative development is satisfactory overall. The children are encouraged to improve the quality of their activities and enjoy taking part in role-play activities. Although the accommodation limits the provision for a wide range of appropriate activities and experiences, the teacher ensures that as many activities as possible are provided for the children.

## ENGLISH

79. Analysis of the national end of Key Stage 2 test results in 1999 shows that, compared with all schools and with similar schools, standards were well above average in English. The percentage of pupils attaining Level 4 and above in English was well above the national average and the percentage of pupils attaining Level 5 and above, was very high. The assessments made by the teacher were slightly below those obtained by the pupils in the tests.

80. When the averages of the school's end of Key Stage 2 test results for 1999 are compared with those of the previous three years, they show that standards have remained well above the national average. The combined data for the past three years show that boys and girls are achieving similar standards in English and this is the finding of the current inspection. The school has set realistic targets for English in the Year 2000 although the small cohort of pupils in the present Year 6 has a high proportion of pupils who have special educational needs. The findings of this inspection are that the pupils are on course to achieve that target.

81. This findings of this inspection are that, from the small cohort of 11 pupils in the present Year 6 class, just over a third of the pupils are on course to attain well above the national average level of attainment. Approximately an equal number are on course to attain below this level. A small proportion of pupils are on course to reach the expected standards by the end of Key Stage 2. This judgement is similar to the findings made in the school's previous OFSTED inspection. The findings are different from those of the national tests in 1999, as a different group of pupils is involved and a high proportion of them has special educational needs. The school has taken effective measures to improve the standards in writing by time-tabling an extra English period each week, specifically for writing.

82. Standards in speaking and listening at age 11 are good. Both the quality of teaching and the quality of learning are good for speaking and listening for all pupils, including those with special educational needs and gifted pupils, by the end of Key Stage 2. Pupils speak clearly and confidently, both in small groups and to a wider audience. They listen attentively both to their teachers and to other pupils. Teachers plan for, and encourage, group and paired discussions well, both in English lessons and across the curriculum throughout the key stage. A good example of this was seen during a debate in a geography lesson, at Key Stage 2 when pupils confidently argued the case for, or against, the development of a new town on an existing village site. Higher attaining pupils responded very well to each point, using a complex grammatical structure to enhance their point of view. Teachers use effective, open-ended questioning, which stimulates pupils' own enquiries and promotes good listening skills. Pupils express their views logically, using a varied range of vocabulary. Teachers use plenary sessions in the literacy hour well for pupils to report back to the class about their work. This helps pupils of all abilities to gain self-confidence, speak clearly and listen attentively. Pupils use a wide and varied vocabulary to good effect to interest the listener. The present standards in speaking and listening are similar to the findings of the last inspection.

83. Standards in reading are satisfactory. The quality of teaching and learning of reading is good for all pupils, including those with special educational needs and for gifted pupils. By the end of Key Stage 2, pupils share their ideas thoughtfully and read suitable books with expression and understanding. Higher attaining pupils read challenging material and use the higher order reading skills of prediction, deduction and inference, referring to the text to sustain their point of view. Teachers use high quality literature during literacy lessons to extend pupils' knowledge of both classical and modern literature. Pupils name their favourite authors, such as Paul Jennings and David Henry Wilson, giving reasons for their preferences. Higher attaining pupils identify features of style and compare characters from different books, using relevant information to explain their views. Poetry is used very well to improve standards of attainment in higher order reading skills, such as inference, deduction and techniques to create a certain mood. The poem 'The POW-WOW Drum' was expertly used to increase the pupils' understanding of these features. The very good teaching enabled pupils of all attainment to make very good gains in their knowledge and understanding. During a subsequent lesson, pupils used their new-found learning to good effect, when they compared and contrasted features of style of 'the POW-WOW Drum' with 'The Snake' poem. Teachers promote reading skills well and are good models for the pupils, as observed when a teacher expressively read a passage from the book by Ted Hughes 'How the Whale Became'. Teachers encourage pupils' enjoyment of reading by enabling them to be 'reading partners' with other pupils in the school. This enriches their social development, as well as their confidence in reading. The school has adopted the National Literacy Strategy well and this is effective in helping to raise attainment. Attainment in reading has improved since the last inspection.

84. Standards in writing are satisfactory. The quality of teaching and learning is good for writing for all pupils, including those with special educational needs and gifted pupils, by the end of Key Stage 2. Most pupils spell commonly used words accurately and show good skills in writing for a variety of purposes. They are helped to choose their own ideas for imaginative writing, such as the poems, 'Grandad' and 'Why?'. They are encouraged to write for a specific task to develop different styles of writing, as in a science lesson when labelling the 'inner ear', or to write about environmental changes in geography lessons. Teachers assist pupils to present their work well and to write in a neat, legible, fluent joined style. Pupils effectively use and extend their skills of drafting and refine their writing to improve further their skills. However, insufficient use is made of information technology within English to extend their word-processing and retrieval skills. The class teaching of focused word and sentence work in the literacy hour enables pupils to develop good skills in spelling, sentence construction and punctuation within appropriate writing contexts.

85. When the averages of the school's test results at the end of Key Stage 1 in 1999 are compared with those of all schools, they show that standards are in line in reading, but are below in writing. However, when compared with similar schools, standards are below in reading and well below in writing.

86. Analysis of the school's national end of Key Stage 1 tests for 1999 shows that, in reading, the percentage of pupils attaining Level 2 and above was below the national average and that, in writing, it was close to the national average. The percentage of pupils attaining Level 3 and above in reading was above the level of the national average and in writing, it was below the national average. Teacher assessments were similar to the school's test results, except in writing at Level 2 and above, when the teacher's assessments were below the national average and the test result was close to the national average.

87. When the end of Key Stage 1 test results for 1999 are compared with those of 1997 and 1998, they show that attainment has varied over the years, but that attainment in reading has risen from being below average to being broadly in line in 1999. When the end of Key Stage 1 test results for 1999 for writing are compared with those of 1997 and 1998, they show that, although standards of attainment are improving, they are still below the national average.

88. The judgement of this OFSTED inspection is that standards of attainment in English at the end of Key Stage 1 in reading and writing are close to national expectations. This is different from the standards found in the last national key stage assessments in 1999, as the cohort of pupils is different and the application of National Literacy Strategy is raising standards. However, there is little evidence of writing at Level 3 or above, which is similar to the results of the 1999 tests and teacher assessments. The school has targeted writing for improvement and has time-tabled one extra lesson each week for creative writing, to try to improve standards. Pupils with special educational needs make good progress and attain well for their previous attainment. Higher attaining pupils are insufficiently challenged, especially in writing. In the previous OFSTED inspection report, attainment by the end of Key Stage 1 was reported as being inconsistent with too few opportunities for pupils to write for themselves and too little time provided for writing. The findings of this inspection show that standards in writing are similar to the judgements made in the previous inspection.

89. The quality of teaching and learning for speaking and listening is satisfactory at Key Stage 1. By the end of the key stage, pupils describe, converse and narrate at levels appropriate for their age and confidently speak about stories or poems they read. Teachers act as good role models for both speaking and listening. They actively encourage pupils to listen attentively and provide interesting topics to engage the pupils' interest. During a lesson in the Year 2-3 class, pupils were enthralled and listened very attentively, when the teacher expressively read a story by Ted Hughes to them. Pupils with special educational needs attain well for their previous attainment, due to the good support provided for them. Teachers use the plenary sessions of lessons well to extend pupils' speaking and listening skills, when pupils report back about what they have learned during the lesson.

90. Standards in reading are satisfactory. The quality of the teaching and learning of reading is satisfactory at Key Stage 1. Pupils with special educational needs make good progress and attain well from their previous attainment, but there is a lack of challenge for higher attaining pupils. By the end of the key stage, pupils read a range of simple texts accurately and fluently and use a range of strategies to decipher unfamiliar words and establish meaning. Teachers impart a love of books to pupils and the emphasis on the enjoyment of reading in the first few years at school is successful in developing positive attitudes towards books. Little evidence was seen during the inspection of pupils being asked to read for information from non-fiction books. Most enjoy reading and regularly take their books home to practise their skills.

91. Standards in writing are satisfactory. The quality of teaching and learning in writing is satisfactory overall at Key Stage 1, although some good teaching was observed during the inspection. Pupils with special educational needs make good progress and attain well for their previous attainment, due to the good support they receive. Higher attaining pupils are insufficiently challenged throughout most of the key stage. Pupils write simple sentences and put them together to form a story or poem, make a satisfactory attempt at simple punctuation and spelling, but the opportunities they are given to write freely and at length are insufficient. When teaching is good, this is inspirational for the pupils and higher attaining pupils write a well-structured sequel to a story. Marking and teachers' oral comments are congratulatory, but seldom contain helpful comments on how pupils may improve their work. Most pupils learn to spell simple words increasingly well, but their range of

vocabulary lacks sufficient variety to attain higher than average standards. Joined handwriting is taught in the Reception class and this helps pupils produce neat, joined handwriting for all areas of the curriculum.

92. Pupils with special educational needs achieve good standards relative to their previous attainment, due to the good support of well-qualified staff for additional help within the classroom and when withdrawn for specialist teaching.

93. Standards in literacy are satisfactory at both key stages, with higher attaining pupils achieving high standards in Key Stage 2. The development of literacy skills, across the curriculum, is satisfactory at both key stages. However, the use of worksheets in some subjects, such as history, is undemanding and does not promote good writing skills.

94. The quality of teaching and the quality of learning in English are satisfactory at Key Stage 1 and good at Key Stage 2. All English lessons observed during the inspection were at least satisfactory, with some very good teaching in Key Stage 2.

95. At both key stages, pupils are taught in mixed-age classes, with pupils in Years 2 and 3 together, whilst pupils in Years 4, 5 and 6 are together in one class. The school has identified writing as an area to be developed and has time-tabled a lesson for extended writing each week. The features of the very good teaching in this school are exemplified by the very good lessons observed in Key Stage 2. The teacher is knowledgeable about the requirements of the English curriculum and provides stimulating lessons. Challenging tasks are set to extend pupils' learning. The teacher has a very good rapport with pupils, which enables them to feel confident and there is a positive learning atmosphere within the classroom. The use of good, effective questioning, coupled with clear explanations, enables pupils to acquire and consolidate new learning. Pupils' comments and questions are answered well. Pupils respond well to the challenges set and concentrate throughout the lessons, producing work of a high quality. Good use is made of assessment information in order to plan appropriate work for pupils to attain high standards in line with their ability.

96. The co-ordinator has good knowledge of English and manages the subject efficiently. She has a clear direction for the subject and monitors teaching and standards across the school by observing class teaching, informal discussions with staff and monitoring pupils' work. Targets are set for all pupils and their progress is monitored well. The teaching of the subject meets the requirements of the National Curriculum.

97. Pupils' attitudes to their work in English are good throughout the school. They are polite, courteous and well behaved. They settle to their work quickly and concentrate well, especially when work is challenging. They are interested, attentive and collaborate well together, which is conducive to learning. They are eager to question and reply. Pupils work independently on individual tasks and cooperate when required. There is a good working atmosphere in the classes.

98. The school library is small, but has some comfortable, soft seating. However, the rather cramped area does not encourage pupils to browse and enjoy books. Although pupils are reported to use the library for research purposes, this was not observed during the inspection. The library provides a sound resource area for the school and is stocked with a satisfactory range of interesting books. English makes a good contribution to the pupils' moral, social and cultural development.

## **MATHEMATICS**

99. Analysis of the school's end of Key Stage 2 national test results for 1999 shows average standards compared with all schools. When compared with similar schools, standards were well below average. The proportion of pupils who achieved the national expectation for age, Level 4, was close to the national average. The proportion of pupils achieving higher levels was below the average. It should be noted that only seven pupils were in this cohort and that the performance of individual pupils will influence average data and percentages abnormally.

100. Over the period 1996-1999, the trend in the pupils' performance in mathematics has been slightly downwards but consistently above or at the national average. Boys have generally outperformed girls in the subject, attaining on average two terms ahead of their peers nationally. Girls have attained a term ahead of their peers nationally.

101. The findings of the inspection are that, within this small cohort, pupils attain average standards overall. Similar standards in this subject were reported at the time of the last OFSTED inspection. The pupils solve problems involving numbers in tens of thousands, for example, using the digits 22468, to identify a number less than 70,000 in which the units and hundreds are the same and the thousands are double the units. They multiply decimals and change the answer into fractions and measure temperatures in degrees Fahrenheit and Celsius. Higher attaining pupils convert one scale to another. The average and higher attaining pupils calculate mentally with good speed and use a variety of methods to obtain their answers. Below average attaining pupils work at slower speeds mentally and have not yet mastered enough 'short cut' methods. As a result, they are less assured and slower in their mental calculations. The highest attaining pupils apply their existing knowledge very well to solve unfamiliar problems, when they calculate the reflex angles of triangles and quadrilaterals and identify the relationship between the totals of the interior and exterior angles of these shapes. When organising data, pupils collect information about their friends' Christmas presents, or the time that they went to bed on millennium eve. They use frequency line graphs and pie charts, to illustrate this, labelling axes and sectors sensibly and clearly. Pupils use their

numerical knowledge well in science when they read Newton meters during experiments about friction and when they use spring balances.

102. Analysis of the school's data for the end of Key Stage 1 national test results in 1999 shows that the pupils' standards in mathematics were below average nationally and well below average when compared with similar schools. The proportion of pupils attaining the nationally expected Level 2 was well below the average and the proportion achieving higher levels was below the average. This cohort is smaller in number and contains double the number of pupils with special educational needs than is the average nationally. This is likely to have a negative impact on average standards.

103. The trend in the school's performance in mathematics, at this key stage, over the period 1996-1999, has been for there to be a slight decline in standards from just above the national average, to just below that average. As expected with small cohorts of pupils, there are large fluctuations from one year to the next. Over this same period, boys have achieved higher standards than girls. Once again, the small numbers of pupils makes it difficult to establish any significance in these differences in relative performance.

104. The findings of this inspection are that, overall, the pupils achieve below average standards. This small cohort has over half of its pupils with special educational needs, which impacts negatively upon average standards. Average attaining pupils identify halves and quarters, when shading in sections on flags or by combining differently sized rods. They share ten equally among five pupils, subtract amounts of money to 30 pence correctly and halve and double numbers to 20, recognising that there is a relationship between these two operations. Pupils correctly name simple two and three-dimensional shapes such as triangles, pentagons, cuboids and pyramids and identify some of their properties, such as the number of edges and faces. The higher attaining pupils work accurately at a level above the national expectation for age when they draw lines of reflective symmetry, estimate lengths in centimetres with reasonable accuracy and show the height that their classmates jump on a labelled and titled column graph. Lower attaining pupils struggle with the concept of fractions other than a half or a quarter and they are not secure with number facts to 20 in their mental work. Although higher attaining pupils confidently use symbols, which indicate addition, subtraction, multiplication and division, many of the pupils do not and they find difficulty in forming a sequence of steps which will describe a mathematical relationship.

105. The overall quality of teaching and learning is good. At Key Stage 1, teaching is consistently satisfactory. Teachers use the methods recommended by the National Numeracy Strategy soundly to provide pupils with practice in mental mathematics at the start of lessons and to enable them to reflect upon what they have learned at the conclusion in the plenary sessions. At this key stage, teachers generally set work that ensures that the pupils of difference ages and abilities are suitably challenged. This means that pupils make satisfactory progress in their learning, as they become more secure in their understanding of equivalent fractions. Teachers prepare good quality resources which the pupils enjoy using and which motivates them to work hard to overcome difficulties. In the main, teachers manage pupil's behaviour well. When this is the case, pupils have a clear understanding of how to contribute during oral sessions and of the expectations of the pace at which they should work. This reflects in pupils working with good concentration and making significant strides in their learning. When teachers are less rigorous, the pupils sometimes call out together, making it difficult to hear any of their contributions and causing a slowing down in the pace of the lessons. A weakness in the teaching at this key stage is an over reliance upon work sheets for the main activity of the lesson. Whilst these are often well prepared and interest pupils, they limit the range of pupils' understanding of mathematical language and the use of symbols. Too often, pupils are not required to form their own mathematical sentences or to identify the mathematical operations required to calculate a correct answer.

106. Overall, at Key Stage 2, teaching and learning are good. Teaching in the class containing pupils in Years 4, 5 and 6 is very good. A particular strength of the teaching in this class is the very good organisation and management of learning for the wide range of pupils' ages and abilities. This was particularly evident in a lesson about direction and turning. The teacher conducted a brisk mental mathematics session in which she skilfully directed questions of different levels of difficulty to match the capabilities of the pupils. This meant that all the pupils achieved success and were very motivated to work hard at the main activities. The teacher planned the lesson well and this ensured that the pupils were all engaged in tasks, which challenged them and resulted in their making very good progress. Higher attaining, older pupils accurately constructed triangles given measurements of sides and an angle. They calculated other angles in the triangle while other pupils measured them with a protractor. Younger, lower attaining pupils, identified the number of quarter turns required to move from one point of the compass to another and in which direction. They were skilfully supported in this by a non-teaching assistant who made sure that they consolidated their understanding of clockwise and anticlockwise movement. Teachers, throughout the school, demonstrate their pleasure in their pupils' success. This quality of relationships contributes significantly to the pupils' very good attitudes to their mathematical development.

107. The quality of teaching for pupils with special educational needs and for those who are gifted or talented is good. Teachers organise the learning for pupils who experience difficulties with mathematics well. They include them in mental mathematics sessions and in whole-class sessions at the end of the lesson. Non-teaching assistants often support the learning of these pupils in small groups and provide opportunities for individual teaching at a level which results in their making good gains in their learning. Teachers plan suitably challenging work for pupils with exceptional ability in the subject. This is particularly true in the class containing the oldest pupils. Here, these pupils remain motivated and work at levels much in

advance of similarly aged pupils. Teachers satisfactorily promote numeracy throughout the school curriculum at Key Stage 2 but unsatisfactorily at Key Stage 1. This is particularly so in science at Key Stage 2, when the pupils work in measurement is reinforced by teachers' planning investigations which require the pupils to measure using a range of scientific instruments. Teachers mark work regularly and set interesting homework tasks, particularly for the oldest pupils.

108. Overall, pupils have very good attitudes to their learning. The vast majority of pupils behave well in lessons, listen attentively to teachers and classmates and are keen to complete work successfully. Only at Key Stage 1 do a very small minority of pupils occasionally call out rather than wait to be asked to respond to questions, or chat too much when they should be working. When required, pupils throughout the school work very well together and respect each other's views and opinions. They handle resources with respect and enjoy practical work as when they combine differently sized rods to form fractions at Key Stage 1, or cut out the angles of a triangle to prove that their sum is 180 degrees. At Key Stage 2, the pupils' attitudes and behaviour are particularly good. They really demonstrate a desire to improve their mathematical skills and willingly work at interesting homework tasks, often producing much more work than asked for by the teacher.

109. The subject fully meets the statutory requirements of the National Curriculum and the school has successfully implemented the National Numeracy Strategy. The school has set realistic and challenging targets for improvements in pupils' attainment in the national tests for 2000 and 2001. These accurately reflect the present attainment of the pupils and allow for gains in this attainment. The subject co-ordinator has worked hard to implement the National Numeracy Strategy. This has been achieved through the provision of a good range of resources to support mental mathematics sessions and by providing guidance in teaching the various elements of the new strategy. This has resulted in some adjustments to teaching, particularly in increasing the number of investigations about number patterns that pupils are set. There is good equality of opportunities. All pupils have full access to the mathematics curriculum. Pupils' attainment and progress are assessed every half term. The results of these assessments provide useful information which teachers use to plan the next steps in pupils' learning. This is particularly effective for promoting the good progress made by the pupils with special educational needs.

## **SCIENCE**

110. Analysis of the school's end of Key Stage 2 national test results show that standards were above average, when compared with schools nationally and average in comparison with similar schools. Although the percentage of pupils who achieved the nationally expected Level 4 was below the national average, the percentage who attained the higher Level 5 was well above the average. This reflects the wide range of attainment within this small cohort of pupils. The very small number of pupils means that individual attainments will have a very significant effect upon the average scores and proportions.

111. Over the period 1996-1999, trend has been for the pupils to consistently attain standards above the national average. Both boys and girls achieved standards which, on average, were at least two terms ahead of their peers nationally.

112. The findings of this inspection are that the pupils in the present Year 6 attain average standards overall. This is a similar judgement to that made in the previous OFSTED report. There is a wide variation in the standards achieved by individuals within this small cohort of pupils. The cohort contains a significant percentage of pupils with special educational needs, but, in contrast, there are other pupils who attain standards well in advance of those expected for their age. By the time they are 11, the pupils know that an investigation needs to be fair, as when they decide how to compare the relative resistance of shoes with different soles. They investigate the different effects of adding salt and water to potatoes as regards their total weight. Pupils distinguish between the amount of light which passes through transparent, translucent or opaque materials and correctly identify these words. They understand that seasonal differences on our planet are caused by the relative position of the earth as it orbits the sun. In their study of electricity, pupils accurately draw electrical circuits to indicate switching arrangements and they identify objects and materials which act as conductors or insulators. Pupils use systematic methods for predicting and recording their findings. They use their mathematical knowledge to support their work in science.

113. Analysis of the Key Stage 1 1999 assessments by teachers in science shows that the proportion of pupils attaining at the nationally expected Level 2 was well below the national average and that the proportion of pupils attaining at the higher Level 3 was below that average. This is a small cohort of pupils which contains a high proportion of pupils with special educational needs. This is likely to impact negatively upon average standards.

114. The findings of this inspection are that the proportion of pupils attaining at the nationally expected level is in line with the national average. This is an improvement on the findings of the previous OFSTED inspection report. In their study of living things, pupils correctly name vertebrates and identify characteristics such as warm blooded and cold blooded, which distinguish mammals from other species. They understand how humans grow and gain good knowledge of the needs of a young baby when they question a visitor who brings an infant to their class. They know that oxygen is absorbed into the blood from the lungs to assist in the provision of energy to muscles. They understand that the earth orbits the sun and that the earth's rotation causes day and night. In their work on light, pupils predict that shadows will be of different lengths according to the time of day and carry out an investigation to test their hypothesis. The pupils do not record enough of their findings using their own language. This limits their ability to think through the sequence of steps required to carry out a fair test.

115. The quality of teaching and learning is good overall. It is particularly good in the class containing the oldest pupils. A strength of the teaching throughout the school is teachers' good quality detailed planning for the mixed-age classes. This means that, regardless of age or ability, pupils are set work, which interests them and makes them think. This was evident in a lesson in the class which contains pupils from both key stages. The teacher prepared all the pupils for the visit of a three month old baby and her mother by requiring them to compile some questions they wished to ask about the baby's growth and needs. After a stimulating question and answer session, the higher attaining pupils compared their findings about a human infant with the needs and growth pattern of a variety of different mammals. The lower attaining pupils worked separately with a non-teaching assistant to reinforce the knowledge gained from the introductory session. As a result, all the pupils made good gains in their knowledge from the lesson. This efficient use of well-qualified and committed non-teaching assistants contributes very well to the progress that all the pupils, but particularly those with special educational needs, make in science. Teachers use good quality resources well to motivate and support the pupils' learning and where they have good subject knowledge, as in the Year 4, 5, 6 class, the pupils' scientific thinking is well promoted. A weakness in science teaching, which has been recognised by the school, is the limited amount of systematic recording of results which is required of pupils. A recently introduced format for this is beginning to have an impact upon the pupils' ability to record sequentially their investigations. This is better developed at Key Stage 2 and, in this key stage, teachers set homework tasks which reinforce class-work or require higher attaining pupils to research scientific data.

116. The pupils' attitudes to science are very good. They really enjoy practical work and finding out about the different needs of the young of different species. When pupils work in pairs or groups, they cooperate very well, share resources happily and respect each other's ideas and suggestions. They are keen to put forward ideas and theories and to test out their hypotheses. Pupils are prepared to persevere when they encounter initial difficulties and want to see an investigation through to a successful conclusion.

117. The subject fully meets the requirements of the National Curriculum. Since the last OFSTED inspection, there has been an improvement in the breadth of work that the pupils are required to carry out. All pupils have full access to the curriculum and the provision for pupils with special educational needs or those with exceptional talent is good. The co-ordinator has a very good knowledge of the subject, has adapted the school's scheme of work to include any necessary elements from national guidance and has written a helpful and clear subject policy. The management of the subject is good. The quality of resources to support learning is good and they are used well to motivate pupils' interest in science. Resources are well organised so that each classroom has a ready supply of the most frequently used apparatus. The subject co-ordinator has monitored the quality of teaching and learning in the school. This has resulted in the identification of the need to promote more mathematics through science, as in the use of measurement and classification, and to encourage pupils to record their work more systematically and in more depth. At present, the subject does promote mathematical and geographical knowledge, as when the pupils read and record temperature in their work on weather, and in their study of the solar system.

## **ART**

118. Due to time-tabling arrangements, no direct teaching of art was observed during the course of the inspection and pupils were not seen undertaking any forms of art. Evidence gained from displays, teachers' planning and from examples of work submitted for analysis indicate that standards in art are below national expectations by the time pupils leave the school. This represents a decline in standards of achievement since the previous OFSTED inspection. The judgement of the previous OFSTED inspection report was that standards in art were in line with national expectations.

119. At both key stages, pupils, including those with special educational needs, enjoy their art-work, but do not develop satisfactory observational skills, or control when using materials, tools and techniques. The art-work produced by most pupils is immature for their age. Observational drawings of artefacts, shells and plants, using pencils and pastels, lack suitable attention to line, detail, proportion and expression. Two examples of art work, one of a shell and one of a Begonia Rex plant, show satisfactory understanding of detail, proportion and blending of pastels to produce different tones and textures, but this standard was lacking in other work seen. The water colour paintings of a scene through an open window are pleasant, but show a lack of appropriate accuracy and attention to detail, especially the proportion of trees and objects. The prints of repeating patterns made by using string blocks and ink, or sponges and paint are insufficiently challenging for pupils in Years 2 and 3 in order to extend their skills. One example of a sculpture of a 'contemplating figure', made of chicken wire and a cement mixture, sitting by the school pond is a good example of the high quality work which the pupils are able to produce, when given the challenge and opportunity. Too often, pupils are given the task of colouring in, and cutting out, worksheets for their topic work, such as in history, which enables pupils to develop their hand control, but does not extend their art skills. Aspects of the art curriculum are restricted by the lack of accommodation for storing wet paintings, clay work and large sculptures. Although sketchbooks are used to record observations and develop ideas, work in these is immature.

120. Although teachers' plans show that a satisfactory range of art is taught, there is insufficient evidence to judge the quality of teaching and how this extends the quality of pupils' learning. Art is often linked to other areas of the curriculum, such as making paper and paste models for work on 'mini beasts' in science, batik headscarves linked to work in geography and belt purses in history work about the Tudors. Due to the inadequacies in the accommodation, art lessons sometimes have to be rearranged or postponed, which limits the development of the progression of pupils' skills. For example, art lessons,

which include the use of wet materials only take place if the weather is fine, because there is insufficient space for both pupils and wet art work to be in the classrooms during the play-time. In the previous inspection, teaching was judged to be sound.

121. The co-ordinator for art has a satisfactory understanding of the subjects requirements and realises how the inadequate accommodation impinges on the quality of learning experiences available to the pupils. The policy and scheme of work for art are to be reviewed in the light of the Qualifications and Curriculum Authority guidelines to ensure progression of skills across the school and this is featured in the school development plan. The co-ordinator gives informal advice to colleagues and monitors displays. Resources are satisfactory to support teaching and learning in the subject. Visits to the National Gallery and Southampton art gallery and to the school by a local artist and a group of puppeteers provide a good stimulus to the pupils' knowledge and understanding of art. Art makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

122. During the inspection, due to timetabling arrangements, no direct teaching of design and technology was observed and pupils were not seen undertaking any forms of design and technology. As the accommodation and storage space are poor, design and technology is taught in blocks of time during the year, which makes provision unsatisfactory. Pupils have insufficient practice in the necessary skills in design and making. These judgements were made after discussions with pupils and staff and the examination of teachers' plans and records. Very little work by pupils was available for analysis, due to the lack of storage space in the school. It was, therefore, not possible to make a judgement about standards achieved by the pupils by the time they leave the school.

123. At both key stages, design and technology is often incorporated with other areas of the curriculum, such as making 'money bags' in textile work, as part of history work on the Tudors and a 'sarcophagus' for work on the Ancient Egyptians. The making of puppets is linked to science and English work. Pupils designed and wrote a list of materials needed to make a 'World War 2 gas-mask' before making these from paper and card. Some pupils incorporated an old pair of goggles. Pupils collaborate within a group to make board games using card, paper and felt pens to colour these products. They undertake aspects of food technology, sometimes as part of their science lessons.

124. Design and technology is taught as part of a two-yearly cycle to accommodate the mixed-age range classes. The teaching staff have decided to dedicate between one and three whole days to the subject approximately three times during the two years. However, this does not promote progression in the development of skills and understanding. Although teachers' plans shows a series of suitable steps to improve pupils' knowledge in a variety of appropriate ways, design and technology is taught too infrequent for pupils to build on their previous knowledge and acquire good skills. Evidence indicates that pupils make insufficient progress throughout both key stages.

125. A member of staff has liaised with the co-ordinator and staff to implement and revise the scheme of work in the light of the Qualifications and Curriculum Authority's guidelines and has cross-referenced these with other areas of the curriculum. The co-ordinator monitors plans for design and technology, sees displays around the school and discusses the subject with staff and pupils. The inadequate accommodation limits the teaching of design and technology. Adequate resources are bought, just before the subject is taught, as there is insufficient storage space to keep a good supply of materials within the school. The subject makes a satisfactory contribution to the pupils' social, moral and cultural development.

## **GEOGRAPHY**

126. By the time pupils leave the school, they attain average standards in geography. This judgement is based on the lessons observed during the inspection and also on the analysis of pupils' work, discussion with teachers and pupils and on the examination of teachers' planning and records. The judgement is similar to that made by the previous OFSTED inspection, when attainment was judged to be in line with national expectations. At Key Stage 2, pupils are aware of the effects of environmental changes and the effects of man on the environment. They make a study of an area in Africa and compare and contrast this with their own environment. Good use is made of the residential visit by older pupils to extend their understanding of a different area within the British Isles. At Key Stage 1, pupils are aware of their own locality and of different types of weather. However, at both key stages, research skills are underdeveloped and information technology is not used sufficiently to extend pupils' understanding. Pupils use secondary sources of evidence, such as photographs, books and videos, to extend their learning. The use of the Internet for research purposes is planned, but is not yet fully in operation. Both the quality of teaching and the quality of learning are satisfactory overall at both key stages, with some good teaching and learning in Key Stage 2.

127. Good teaching was observed, in a Key Stage 2 lesson, on how the environment was likely to change should a new town be built on an existing village. Pupils used their knowledge, gained from work undertaken earlier this term, to debate logically the issues for and against the proposition. The debate proved to be effective in stimulating the pupils' interest and deepened their understanding of the subject. All pupils received appropriate support from the teacher, who helped them to

succeed by the use of effective, open-ended questioning, appropriate to the needs of all pupils, especially those with special educational needs. Higher attaining pupils successfully extended and advanced the debate, by their very good use of a wide, varied vocabulary and good understanding of the subject. The teacher used the form of a debate well to assess the pupils' learning. All pupils were clear about the task that they were required to do. They worked at a brisk pace, applied themselves well and made appropriate gains in their knowledge and understanding of the objectives of the lesson, through due consideration of each other's ideas.

128. Most of the evidence indicates that pupils make sufficient progress in lessons, as the work is suitably challenging. The pupils are interested, sustain concentration well, produce an appropriate amount of well-presented work and make satisfactory progress. The analysis of pupils' work shows that, throughout the school, pupils, including those with special educational needs, and gifted pupils, make good, steady gains in their knowledge of this subject. The Key Stage 2, pupils' literacy and numeracy skills are developed satisfactorily in geography, such as through well-presented written work and graph work.

129. The pupils show good attitudes to their work and sustain concentration well, at both key stages. They are well behaved, take good care of resources and form constructive relationships, which result in a good working atmosphere within all classes.

130. The co-ordinator manages the subject satisfactorily. A member of staff has liaised with the co-ordinator and staff to revise and implement the scheme of work and has cross-referenced it with other areas of the curriculum, where appropriate. He has linked the school's scheme of work with the Qualifications and Curriculum Authority guidelines and the National Curriculum programmes of study. This ensures that the school provides adequate coverage of geography for all pupils. The school has decided to teach geography, as a block of work, for a term at a time, alternating this with history. The subject makes a satisfactory contribution to the pupils' moral, social and cultural development

## **HISTORY**

131. No direct teaching of history was observed and pupils were not seen undertaking any history work, due to time-tabling arrangements, during the inspection. Judgements are based on the analysis of pupils' work, teachers' planning and discussions with staff and pupils. The findings of this inspection are that pupils' standards of attainment in history are average by the time they leave the school, which is similar to the judgements of the previous inspection. At both key stages, pupils with special educational needs attain standards which are in line with those expected of them, relative to their previous attainment, and make good progress.

132. By the end of Key Stage 2, pupils have gained some insight into life in Ancient Greece, Ancient Egypt, Roman and Tudor times, Victorian Britain and the 1930's. Their understanding of different periods in history is enhanced by visits to places of historical interest and listening to a speaker from Farnham Museum, who allows them to dress in a range of clothing from some of those times. However, there is an over reliance on undemanding work-sheets, which lack challenge and do not engage the pupils in undertaking sufficient research. Pupils are aware of historical language and have sufficient opportunities to present their historical ideas through discussion and writing.

133. Although the teachers' plans shows that a satisfactory range of history topics are taught, there is insufficient evidence to judge the quality of teaching and how much this enhances pupils' learning. In the previous OFSTED inspection, teaching was judged to be sound. At present, the use of information technology to extend pupils' learning is underdeveloped and although the school has plans for the pupils to use the Internet, this has yet to be put into practice.

134. The co-ordinator has a satisfactory understanding of the requirements for history. The school has decided to teach history in alternate terms with geography. A member of staff has liaised with the co-ordinator and staff to revise and implement the scheme of work to ensure that it is clearly linked to the National Curriculum programmes of study. The scheme of work for history is taught over a two-yearly cycle to ensure appropriate coverage for pupils in the mixed-age classes. Good cross-curricular links have been identified with other subjects, such as geography and art. Teachers' planning is appropriate for all pupils, including those with special educational needs and higher attaining pupils. Formal assessment procedures are identified with the planning. The application of literacy skills in history is satisfactory, although the use of work sheets limits the scope for extending the range of pupils' experiences in writing. Resources in history are accessible and are adequate to support teaching and learning. Visiting speakers and visits to Farnham Museum, the local church and the village effectively add interest and breadth to pupils' learning. History makes a good contribution to the pupils' moral, social and cultural development.

## **INFORMATION TECHNOLOGY**

135. During the inspection there were no information technology lessons and only on a few occasions were pupils observed working at the computer. Evidence gained from a very limited amount of pupils' work and display around the school and from conversations with staff and pupils indicates that standards are below national expectations at the end of both key stages. This represents a decline in the standards reported in the previous OFSTED inspection in which pupils' attainment was reported to



be in line with the national expectations in both key stages. By the age of 11, pupils use a word processing program to write up their stories and a graphics program to draw pictures. They combine text and pictures and save and print this work to support their learning in history and geography. They use a simple control program to guide an object through a maze on the screen. However, much of this work is at a level expected of younger pupils and the skills demonstrated by Year 6 pupils, are very limited for their age. By the age of seven, pupils manipulate a mouse with average control and call up windows to help them to instruct the computer to print their work. However, they do not identify a 'cursor' or a 'font' or an 'icon' by name and do not use the computer in their data handling in mathematics or science. There is no evidence of pupils knowing how to control or instruct a programmable toy. The youngest pupils use simple programs to link objects with their names and to reinforce their basic number work.

136. The quality of teaching and learning is unsatisfactory. Overall, teachers lack confidence and good knowledge in the subject. This imposes limitations upon the breadth and depth of the work that they require the pupils to undertake. Too infrequently, teachers plan for pupils to practise and extend their skills and do not to provide enough direct teaching to enable pupils to make satisfactory progress. The school recognises the need to provide staff with more training to enhance their knowledge and skills.

137. The pupils' attitudes to the subject are satisfactory. On the limited occasions when pupils were observed working together at a computer, they showed considerable interest in what they were doing. They work comfortably together, helping each other when necessary and taking turns to use the mouse and perform instructions. They talk enthusiastically about the limited amount of work they have done and readily point out examples of work that illustrates what they can do.

138. The curriculum for information technology is unsatisfactory. It is insufficiently broad and balanced. Most of the work is focused upon word processing and graphics. There is too little coverage of data handling, control and modelling. In addition to the limits that this places upon the pupils' development in the subject, it also restricts the pupils' ability to use information technology to support their learning in other subjects, especially in mathematics and science. There has been some limited use of information technology in history and geography. There are too few computers in the school and the ratio of computers to pupils is half that found nationally. It is only relatively recently that the quality of the school's hardware has been acceptable and this has also negatively influenced the range of opportunities available for teaching and learning. The school has recognised that this area of the curriculum is a weakness. The school development plan indicates the need to provide pupils with an appropriate entitlement to the statutory curriculum and for teachers to be better trained. Although the subject co-ordinator is clear about the need for improvement and has produced a subject development plan, the management of the subject remains unsatisfactory because of the lack of progress made since the last OFSTED inspection, when pupils' standards were better. Until now, insufficient thought has been given and too little action taken to ensure that the pupils have their statutory entitlement to the subject and enough access to a satisfactory number of computers. The school is in the very early stages of integrating the use of the Internet into its work across the curriculum.

## **MUSIC**

139. During the inspection, only one music lesson was observed, which was taught by a visiting music specialist. Evidence from this lesson, teachers' plans and discussions with staff confirm that, by the time pupils leave the school, they attain standards which are average for their ages. This is a similar judgement to that of the school's previous OFSTED inspection.

140. The school has a choir for both Key Stages 1 and 2, and a group of recorder players, which enhance pupils' singing and appreciation of different forms of music. The Key Stage 2 choir sing with neighbouring school choirs at a local music festival, which they enjoy and which provides them with good opportunities for their social and cultural development. Younger pupils sing songs from memory and enjoy accompanying their singing by playing percussion instruments. Most are able to keep a steady rhythm when clapping patterns. All pupils are encouraged to take part in school concerts and musical productions and, last Christmas, they performed in 'It's a Baby' in the new village hall.

141. In the one lesson seen, the quality of teaching and learning was good. This is similar to the findings of the previous OFSTED inspection. However, overall in this inspection, there is insufficient evidence to make a judgement about the quality of teaching for music. Indications are that the full curriculum for music is taught. In the lesson observed, pupils were very well behaved and interested in the lesson. This enabled pupils to make good progress. The teacher's explanation and demonstration of how a violin is played fascinated the pupils. They used their good listening skills, when they attentively listened to a short piece of music. Pupils take part in peripatetic music lessons, which extend their learning of correct musical notation and how to play a musical instrument, such as the piano or violin.

142. Pupils have positive attitudes and respond well to all aspects of the subject. They are eager to participate and willingly wait to take their turn when there are insufficient instruments for everyone.

143. The co-ordinator has a satisfactory understanding of the subject. Music is linked to topics in other areas of the curriculum, such as history and science, and is taught in four out of the six terms of each year. Singing practice is alternated with 'circle' time every other half term. Teaching music in blocks of time does not provide pupils with the necessary continuity

for them to make good progress in the development of their skills. Resources are adequate for the subject. The accommodation is poor and pupils work in cramped conditions, when practising singing or composing within the very small activities room. Music makes a good contribution to pupils' spiritual, social, moral and cultural development.

## **PHYSICAL EDUCATION**

144. During the time of the inspection, it was possible to see only a very few lessons. Evidence from these, the scrutiny of teachers' plans and discussions with staff and pupils indicates that, by the time they leave the school, pupils attain below average standards in team games, but average standards in swimming. No gymnastics or dance lessons were observed at Key Stage 2. However, the school's accommodation for indoor physical education is very poor and the severe restrictions on movement and the possible range of activities which pupils may undertake, indicate that it would not be possible for them to reach average standards in these areas. By the age of 11, most pupils understand some of the rules of tag rugby, but do not always follow them when playing a game. A few have mastered the basic tactics of passing to fellow team members as a means of progressing to the try line and swerving and side-stepping to evade opponents. However, most of them do not do this satisfactorily nor do they combine together to outwit opponents. The vast majority of pupils swim 25 metres safely and unaided by the time they leave the school. At the end of Key Stage 1, pupils catch and throw a ball satisfactorily at short range, but do not adapt their techniques to do this at longer range. Some move well into space to receive a pass from a team member but many fail to do this or to feint or throw dummy passes to create opportunities to find team mates with passes.

145. The quality of teaching is satisfactory overall. Given the extreme limitations of the indoor space available for gymnastics and dance, teachers do their best to provide the pupils with as productive an experience as possible. This was evident in a dance lesson in Key Stage 1. Because of the tiny space available for the number of pupils, the teacher divided the class into two groups. One group performed a dance to interpret a story they had read in a literacy lesson, while the other group played a selection of instruments to represent the action and mood of the dance. This resulted in all pupils being involved during the lesson and each group having the opportunity to have a turn at both activities. Teachers' subject knowledge is satisfactory overall, although there are some weaknesses in the teaching of games. This is because there is insufficient direct teaching of skills or enough intervention to illustrate examples of good practice. This means that, occasionally, pupils do not make enough progress in improving their evasion or defence techniques. Where this does occur, as in a netball lesson for Years 2 and 3, pupils noticeably improved in their ability to send and receive a netball accurately over a short distance.

146. Pupils' attitudes to the subject are good. They clearly enjoy participating in games, even in inclement conditions, and they strive to improve their skills by listening carefully to instructions and by practising keenly. The youngest pupils in a dance lesson waited patiently for their turn to perform their interpretation of sliding, being a seagull or making lunch and showed good awareness of other pupils around them in order to move safely.

147. The curriculum for physical education is unsatisfactory. This is due to the very poor accommodation available for any indoor activity. The school's ability to deliver the required curriculum in gymnastics and dance is severely limited. Work with apparatus is restricted to outdoors and is thus dependent upon good weather conditions. The range and extent of the curriculum for dance are unsatisfactory. When working indoors, pupils have no room to move freely and, at no time, can a whole class work simultaneously. This means that some pupils have to be engaged in a task which is not part of the curriculum for physical education or to watch their peers perform. Although the school conducts dance and gymnastics lessons outdoors when it can, the frequent unsuitability of the weather or conditions underfoot again impose restrictions. This means the pupils' physical development cannot be systematic so that skills are consistently built upon in a progressive way. Resources for the subject are satisfactory and the school does meet the statutory requirement to teach swimming at Key Stage 2. At present, a volunteer from the local community runs a well supported football club, after school for any pupils from Year 2 upwards who wish to attend. The school has a sports day in the summer term in which all pupils in the school participate and which parents and governors report promotes the pupils' social development well and contributes much to the strong sense of community within the school.

## **RELIGIOUS EDUCATION**

148. Standards of attainment meet the expectations of the locally Agreed Syllabus at both key stages. Pupils with special educational needs make good progress and achieve satisfactory standards, at both key stages, due to the good support they receive. This is similar to the judgements of the previous OFSTED inspection, when standards were deemed to be broadly in line with the attainment targets of the locally Agreed Syllabus. In this OFSTED inspection, judgements have been made based on classroom observations, analysis of pupils' work, teachers' planning and discussions with teachers and pupils.

149. Pupils develop an appropriate understanding and knowledge of the beliefs, symbols and traditions of the world's great faiths and consolidate this learning. Older pupils are given opportunities to compare aspects of other religions with Christianity. They explain why certain books are special to themselves and appreciate the significance of why The Bible and The Torah are special books for Christians and Jews. The use of a good range of artefacts enhances pupils' understanding of different faiths.

150. By the end of Key Stage 2, pupils have a satisfactory understanding of the main Christian festivals, such as Christmas and Easter. Their understanding of places of Christian worship is enhanced by their visits to the local church. They have satisfactory insight into the practices and traditions of Buddhism, Islam, Hinduism and Judaism. Year 6 pupils discuss with sensitivity the values and beliefs of others, make valid comparisons and apply their own interpretation to beliefs. They have a satisfactory understanding of the importance of sacred writings, the role of the founders and key figures in religion, such as Jesus, Moses and the prophet Muhammad. They show an awareness of why beliefs can influence personal behaviour.

151. At Key Stage 1, pupils have appropriate knowledge of how Christians and Jews and Hindus celebrate special times such as Christmas, Hanukah and Diwali. They know some of the stories and people common to the world's great faiths, such as the coming of the three kings to Jesus and the story of Rama and Sita. They know Bible stories, such as the story of Joseph and his coat of many colours, as well as much about the life of Jesus. Key Stage 2 pupils know about the festival of Diwali and the significance of the five Ks. They know that books, like the Torah and the Bible, have a special significance for believers of the Jewish and Christian faiths. Their spiritual understanding is deepened through observation of, and reflection upon, the natural world.

152. The quality of teaching and learning is satisfactory at both key stages and some good teaching was observed during the inspection in both key stages. In the previous inspection, teaching was deemed to be satisfactory. Teachers have good knowledge of the subject, which they share well with the pupils and extend pupils' learning. They impart a feeling of sensitivity and respect for all religions to which the pupils respond well.

153. Strengths in the teaching of the subject were evident in a Key Stage 2 lesson about special books. Planning was specific and addressed the pupils' needs well. The good rapport between teacher and pupils enabled pupils to explore and express their ideas, such as their thoughts on why the Bible and the Torah are so special to Christians and Jews. Resources, such as the Torah and Bible, were used effectively to stimulate and develop learning. A feeling of awe was expressed by many pupils, when they saw a Torah in its beautiful velvet cover for the first time. Effective, open-ended questions were used to prompt recall of the first five chapters in the Bible. Pupils were very attentive and engrossed in learning. The teacher's calm, respectful approach for other religions was shared well with the pupils and her high expectations of behaviour and the quality of work led to a very productive response from pupils, who made good gains in their knowledge and skills.

154. The policy for religious education has recently been updated in line with the new locally Agreed Syllabus. The scheme of work is detailed and provides a sound framework for the subject. Planning is relevant to the needs of all pupils, especially for pupils who have special educational needs and higher attaining pupils. Assessment is satisfactory and is used well for future planning in order to extend pupils' learning. Speaking and listening skills are extended well in the subject, for example, in the good discussions on special books.

155. The co-ordinator is conscientious and provides good support for the staff. She monitors the subject through analysing plans and by working alongside pupils in classes. Resources are easily accessible and of good quality. There is an adequate range of books covering multi-faith and multicultural issues. Themes in collective worship are not directly linked to religious education but the main religious festivals, such as Eid, Diwali, and Christmas, are celebrated within assemblies. The contribution of religious education to pupils' spiritual, social, moral and cultural development is good and provides opportunities for pupils to discuss and reflect on a range of issues, to develop moral and social awareness and to respect and celebrate religious and cultural diversity.